

Accepted by the Graduate Faculty, Indiana University, in partial fulfillment of the requirements for the degree of Master of Liberal Studies.

**EXPLORING THE FRENCH LANGUAGE THROUGH A
CAMEROONIAN CULTURAL EXPERIENCE: A
LESSON UNIT FOR IMPLEMENTATION BY MIDDLE
SCHOOL TEACHERS OF FRENCH**


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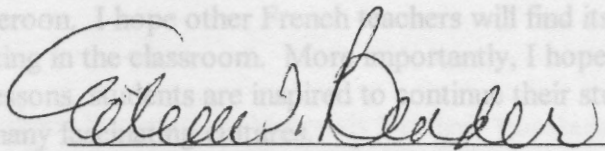

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Submitted to the faculty of the University Graduate School
in partial fulfillment of the requirements
for the degree
Master of Liberal Studies
Indiana University

May 2001

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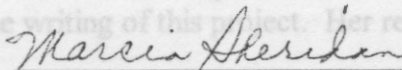
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Eileen T. Bender, Ph.D., Chairman

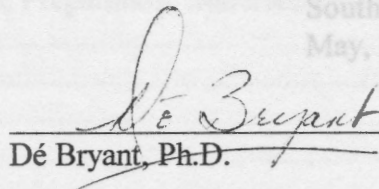
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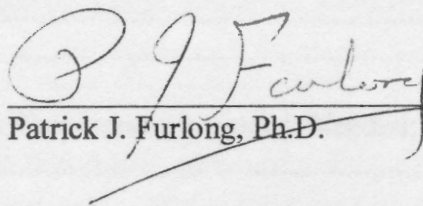
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Introduction

The decade of the 1980s brought about a swift change in the way foreign language instruction was handled in the classroom. The popularity of Alice C. Omaggio's book, *Teaching Language in Context: Proficiency-Oriented Instruction* (1986), encouraged and addressed an existing shift in foreign language classroom instruction from a mastery-based paradigm to one focused on proficiency-learning. Ever since its first printing, this book has remained one of the most important methods books of its kind, embraced widely by foreign language teachers and instructors who have benefited and taught from its principles.

Proficiency-based language instruction seeks to involve students in authentic language usage rather than focusing on grammatical accuracy. In true proficiency-oriented instruction, "... students are speaking a large portion of the class time, and conversations and activities in which students create with the language are being used" (Omaggio 1993, p. 103). Although students are naturally restricted as to how much originality they can bring to dialogues due to their lack of knowledge about the foreign language, students are encouraged to speak and write as they acquire language skills, rather than to work on attaining grammatical accuracy. Students often work together in pairs or small groups to practice oral skills instead of working alone on memorizing vocabulary or grammar exercises. Cooperative learning opportunities are offered in addition to students' completing the necessary individual work required for foreign language acquisition and application.

Foreign language teachers often supplement their curricula with materials that

provide students greater opportunities for self-expression in a foreign language, bringing together both oral and written proficiencies and practical language-usage with the objective of gaining language proficiency. For the past fifteen years or more, as this door to communication-based language instruction has opened, one of the constant challenges to teachers has been to find new and inspiring programs for use in the classroom, since language acquisition thrives within a context that is meaningful and relevant to students.

As a teacher in my twelfth year at an urban middle school, I am always on the lookout for supplementary classroom materials that will hold students' attention and maintain their interest in the subject matter. I know from experience that young adolescents can easily detach and grow apathetic if they feel that what they are learning, in their assessment, does not relate in meaningful ways to their daily lives. Therefore, the responsibility is on the teacher to present information in ways that provoke students' curiosity about the lessons, so that they are subsequently inspired to learn through more meaningful connections with the subject matter.

This is especially the case in teaching and learning French. The infrequent use of the French language in the United States poses a problem in inspiring students' interest in learning it, as some are unable to see how the language would be useful to them in their daily lives. For example, many of my students live in or near Spanish-speaking neighborhoods, and they often tell me that Spanish is just simply a more "useful language." For this reason, some students are unwilling to apply themselves in my classroom, since they did not choose to enroll in French, but are placed in the course to fulfill a mandatory semester requirement. (In the South Bend Community School

Corporation, all seventh grade students are required to study nine weeks of French and nine weeks of Spanish with the intention of providing them the knowledge to effectively choose whether they want to enroll in a year-long foreign language course in the eighth grade, and which language they would prefer.) It is for both the foreign-language-bound student and the indecisive student that this unit on Cameroon was designed; to reach students who would not naturally gravitate toward studying French, as well as to maintain interest among students who are naturally motivated. Additionally, a good portion of my students are of African descent and for them, learning French in context of an African country instills a desire to learn more about a place their ancestors called "home."

In the fall of 1995, I received at work the latest volume of *African Studies Outreach: A Newsletter for Teachers*, published three times annually by members of the African Studies Program at Indiana University. This group disseminates the newsletter to teachers of French and other subject areas to encourage teachers to consider incorporating African themes in their lesson units. The newsletter's aim is to inform Indiana teachers of resources available to them through the African Studies Program, as well as dates of upcoming seminars, African educators visiting Indiana University, achievements of university students involved with the program, and even lesson ideas for use in the classroom. In the fall of 1995, there was one particular page that caught my attention describing an unusual summer study abroad opportunity. Dr. Virginia DeLancey, Associate Director of the African Studies Program would be interviewing prospective applicants for summer study and travel in the central African country of Cameroon, and French teachers specifically were encouraged to apply.

The *Fulbright-Hays Group Study Project Abroad* grant provided an opportunity for eleven French teachers from Indiana and surrounding states along with two university professors to travel to Cameroon for five weeks of study. The two professors were Dr. DeLancey along with Dr. Martha Nyikos, both of whom teach at Indiana University, Bloomington. Dr. Nyikos works in the field of foreign language education and teaches a variety of courses in the School of Education, mainly to prepare students to become foreign language instructors. I was a student of hers in the 1980's while working on teacher certification at Indiana University.

The eleven teachers who participated in the program were chosen primarily on the basis of geographical location. They included nine from different areas of Indiana, a teacher from Ohio, and one from Illinois. One of the objectives that Dr. DeLancey put forward in her grant proposal was to involve teachers from a wide geographical range in order to eventually promote the African Studies Program at Indiana University in their areas, and get the word out regarding resources available for private and public use by contacting and arranging details with their Outreach Coordinator. One of those resources which is now available is a collection of lesson plans and classroom ideas for French teachers that were contributed by our group in 1996, fulfilling one of the stipulations for participation that we each agreed upon before committing ourselves to the program. We knew in advance that we would be contributing to this project once we returned home from Cameroon. Some of the ideas and plans I contributed to that collection have also been incorporated into these lesson plans, expanded to meet the demands for a broader curriculum unit.

already I have several objectives for writing this three-week-long lesson unit. First, it is intended for use primarily by other middle school teachers of French. Many of us teach courses that are exploratory in nature and serve as an introduction to the French language. These courses generally last from three weeks to a semester, and are designed to offer middle school students a sample of what it means to study French and the related cultures of French speakers, with the broader objective of encouraging students to enroll in year-long study for the following academic year. As there is a limited overall number of students who enroll in foreign language study, teachers sometimes find themselves competing within their school's Foreign Language Department to sign up a quota of students in order to maintain their own programs, supporting the underlying fact that greater student enrollment leads to teacher job security. "Competing for numbers" is one of the more non-glamorous aspects of foreign language teaching. However, maintaining or increasing enrollment is vital to a language program's existence.

Students enroll in classes for many reasons: sometimes these courses are required; they may be ones that their parents want them to take; or perhaps the subject matter of the courses sounds interesting. To maintain the interest of students with such varied motives, it is important to incorporate many different learning strategies and curriculum topics in order to present the French language in ways that would appeal more widely to them.

When I first began to teach about Cameroon, I was gratified to see how enthusiastic students were to learn about what life is "really like" on the African continent. Not only was their enthusiasm contagious, but they were genuinely interested in both the culture and the language. Foreign language learning became personalized, based originally on

already existing ideas about Africa, and growing into a more meaningful experience. As Omaggio writes, “For material to be meaningful, it must be clearly relatable to existing knowledge that the learner already possesses. Furthermore, this existing knowledge base must be organized in such a way that the new information is easily assimilated or ‘attached’ to the learner’s cognitive structure” (1993, p. 131).

In recent years, teachers have been encouraged to teach to standards, whether they be those defined at the state or federal levels. This lesson unit satisfies many of the academic standards intended for beginning foreign language learners as is defined in the *Indiana Academic Standards for Foreign Languages*.

This lesson unit aims to provide an alternative way of introducing students to the French language, different from the cultural context in which it has traditionally been taught in the past. In this unit, instead of focusing on the country of France as providing cultural and contextual meaning to language, students learn the French language through a vicarious African experience, placing the country of Cameroon and its culture and traditions as the central focus. Students learn about what life is like in Cameroon for its inhabitants, from the people’s history under French colonial rule, to the habits of their daily lives. Students also engage in role play, pretending they are members of Cameroonian society. Dialogues take place in Cameroonian cafés, where students order food and drinks that are common in that part of the world. Although the names of family members are taught in French (like, “tante” or “oncle”), the first names of individuals presented in the unit are of either French or traditional ethnic origin (for example, some people have French names such as, “Stéphane” or “Marie”, while others have traditional

names like “Sama” or “Aïssa”.) Studying French in context of French-speaking Africa provides new, fresh perspectives for students to enjoy learning a language spoken on a continent where many of them feel connected through their own ethnic roots. To many students, Africa is a curiosity. Others simply don’t know much about the continent and are eager to learn more. It is through making meaningful connections that students learn the most.

This lesson unit is designed to be most effective when incorporated by French teachers on the middle school level for use in their French exploratory classes, or a six to nine week introductory course to the language. The main reason why this unit is not ideal for high school study is that even though French language acquisition is a primary focus, vocabulary and choice language functions replace the rules of grammar and language syntax that are commonly integrated in Foreign Language curricula at the high school level. The French exploratory classes I teach are nine weeks in length, allowing plenty of time to focus on French language acquisition through a Cameroon experience, plus time to learn about France and other Francophone countries, too.

It is recommended that the teacher implementing this lesson unit have an existing understanding of the French language, rather than attempting to “work in” a lesson on Francophone Africa with the intention of supplementing an existing primary curriculum. It is also recommended that the teacher be committed to teaching this unit from the first lesson forward. The unit was designed to be implemented in its completion, as each chapter builds upon the previous one in a logical, evolutionary way regarding language building and applications as well as cultural information. Students are meant to work

within the time-frames suggested, although flexibility-time can be factored into daily lessons, as outside resources such as videos and games, for example, may be preferable for adding variety and substance to the plans that are already provided.

The lessons are designed to accommodate class periods lasting approximately 85 minutes in length, as many schools are run daily on a rotating block schedule. Block classes tend to "double up" on instruction time every other day, so students are not in the same classes daily. Keep in mind that for this unit to work effectively, it is never essential to allot 85 consecutive minutes to a lesson. However, since the lessons were conceived with a block schedule in mind, you may need to alter some of them in order to fit a more traditional daily time-frame.

There are two separate goals for each chapter that work together to fulfill the main objective for the unit. One goal is to present students with a cultural element about Cameroon, serving to increase their knowledge base regarding life in central Africa. The second focus, equally as important and integrated within a cultural context, is the pedagogical goal of language acquisition and proficiency; introducing language that is appropriate to grade level and maturity and that caters to all students, including those who are resistant to learning a foreign language. The main objective of each individual chapter, as well as the entire unit, is to integrate French language acquisition within a cultural context of Cameroon, resulting in encouraging students to make meaningful connections to language and culture through expanding their own pre-existing base knowledge of how language and culture is connected to them through their own lives.

The chapters are designed to be taught sequentially. For example, vocabulary that

is introduced in an earlier chapter will be recalled for students' use in a later one. It is important for students to experience the unit the way it is written, one page after the other, and in its entirety, in order for them to experience the most from what it has to offer.

At the beginning of each chapter, there is an introductory page informing the teacher of what each chapter contains. At the top is a *Lesson Overview*, containing a *Suggested Length* for the lesson to be, as well as the *Cultural Theme* and the primary Language Focus. Underneath the *Lesson Overview*, is printed the *Lesson Objectives*, which inform the teacher of what students ought to be able to accomplish after completing the lesson. There is also a section called, *Extra Teacher Preparation*, which serves to inform teachers of any preparation in advance that they would need to do, as well as the *Teacher Materials Needed* that they would have to bring to the lesson in order to teach it.

Teachers are provided with a *Vocabulary List* of items that will be learned by students in the chapter, as well as *Language Function*. These are the dialogues or language used by students which render the French language meaningful through proficiency-oriented activities.

Also included for teachers, is a section commonly called, *Background Information for Teachers*. It is here that teachers read in anticipation of the lesson, the information they will need to know to equip themselves to more effectively carry out the lessons. I have attempted to provide teachers with as much of a comprehensive cultural information background as is possible. However, nothing replaces first-hand information gained by personally visiting Cameroon and experiencing it for yourself.

Each lesson is also divided into first and second-day activities, often divided into, “part one” and “part two” of a particular lesson. Some lessons are lengthy in nature, and are best broken up into smaller segments. Of course, if you are not teaching on a rotating block schedule, you may find that each individual segment works best for your time-period. *Chapter Three* centers around Cameroon’s colonial history under French, English

and inn. Often the *Lesson Wrap-Up* segment is combined with the *Evaluation*, serving to close that day’s particular lesson. As far as assessment of students’ work and ultimately their grades are concerned, it is up to individual teachers to determine these evaluations.

export. Each chapter contains the necessary ancillary materials for teacher use. There are pages to copy for making thermofax transparencies, quizzes, worksheets, puzzles, game rules and ideas, recipes, and other useful materials located at the end of each chapter.

Students are given opportunities to work on lesson materials both individually and in and cooperative learning situations. In this way, they enlist in a variety of exercises that promote learning by accommodating different learning types. in Cameroon. Students need

order a *Chapter One* introduces students to Cameroon and African geography along with a brief history of the nation (located in the *Background information for Teachers* segment, for teachers to share with their students) along with *Land and Climate* information. This contribution serves to fulfill the goal of “cultural context” for the lesson. The language of focus centers around learning the names of other Francophone African nations in French, as well as the directions on a map and the names of land masses within Cameroon. pping Students learn how to talk about names and size of countries, as well as these countries’ geographical locations from one another. mer with a Cameroonian family. The names of

Chapter Two focuses on how people in Cameroon greet each other, as well as people's first names there, some of them French in origin, some traditionally African in nature. Students learn how to ask each other their names in French, as well as learning various expressions of courtesy.

Chapter Three centers around Cameroon's colonial history under French, English and initially German rule, bringing that history up to the present. Students also learn about present-day Cameroon in terms of the diversity of its people and their religious backgrounds, as well as the products produced in Cameroon for domestic use and foreign export. Students learn to describe themselves along with members of two Cameroonian families displayed on the overhead, in terms of their religious backgrounds. They do this implementing forms of the verb, *Etre* (to be).

Chapter Four introduces students to vocabulary associated with ordering food and drink items at a café. Students learn the lesser numbers and the names of popular beverages in French, as well as specific drink items sold only in Cameroon. Students order at a "virtual café" implementing dialogues they have modified in order to engage situational conversation.

Chapter Five includes the colors in French, in relation to school supplies and clothes that can be purchased in Cameroon. Students learn the names of different types of clothing, including what is worn in the Western world, as well as the traditional clothes that many Cameroonians prefer. Students learn how to conduct themselves in shopping situations, and are given a dialogue to act out and a game similar to *Bingo* to play.

Chapter Six focuses on eating dinner with a Cameroonian family. The names of

family members in French are taught, as well as popular food items and table manners.

Omaggio, A.C. *Teaching Language in Context: Proficiency-Oriented Instruction*.

Previous vocabulary from earlier chapters regarding expressions of courtesy and French names are revisited, emphasizing the importance of sequence regarding working through each chapter as it is presented, and the teacher's commitment to teaching this unit in its entirety. Students taste and prepare (with the teacher's consent) a variety of food items that are popular in Cameroon. They learn how to express themselves at the dinner table recalling previous vocabulary and adding new.

Chapter Seven marks the culmination of the unit. Students learn the names of professions in French while engaging in a situational role-playing activity which allows them to vicariously experience the precariousness of Cameroon society as individuals living within it. Students recall previously learned vocabulary from other chapters and implement it both in oral and written forms while engaging in the activity.

As a closing activity, students complete a final questionnaire which provides feedback regarding the Cameroon unit; what they have learned and how they have valued the experience, as well as suggesting ideas for improvement.

Finally, I bring to mind that I have taught a number of "variations" of this unit for several years in my classroom; some lessons have met with greater student approval than others. This compilation includes the more effective lessons and activities that are the result of several years of classroom field testing.

Introduction Bibliography

Omaggio, A.C. Teaching Language in Context: Proficiency-Oriented Instruction. Boston, MA: Heinle, 1986.

Omaggio Hadley, A. Teaching Language in Context. Boston, MA: Heinle, 1993

Chapter One

Francophone Africa Geography



Chapter One: Francophone Africa Geography

Lesson Overview:

- Suggested Length: Two class periods
- Cultural Theme: Francophone Africa Geography
- Language Application: Related terminology and application

Lesson Objectives:

Students learn to ask questions and give answers in French that are related to the geography of Africa including Cameroon.

Chapter One

Francophone Africa Geography

This lesson satisfies the following standards: 8.1, 1.11.1 (See appendix.)

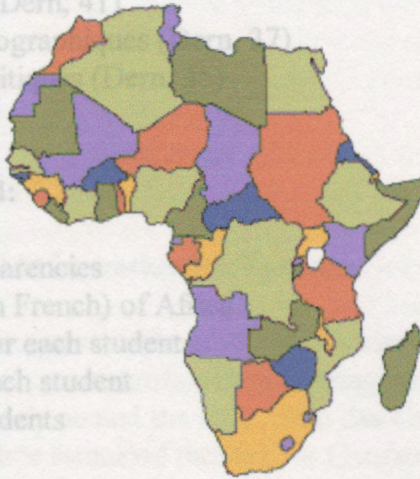
Extra Teacher Preparation:

Make six Thermo Fax transparencies:

1. Francophone World (Moase-Burke, BLM 1.0)
2. L'Afrique: Divisions Politiques (Dern, 39)
3. L'Afrique Francophone (Dern, 41)
4. L'Afrique: Divisions Géographiques (Dern, 37)
5. L'Afrique: Divisions Politiques (Dern, 39)
6. Cameroon (Collins)

Teacher Materials Needed:

- Overhead projector
- Six above mentioned transparencies
- Globe or Map (preferably in French) of Africa
- Duplicates of worksheets for each student
- Duplicates of quizzes for each student
- Scissors and glue for all students



VOCABULARY

General Vocabulary:

- | | |
|----------------|--------------------|
| l'Afrique | le montagne |
| Francophone | le Mont Cameroun |
| les directions | l'Océan Atlantique |
| le nord | l'Océan Indien |
| le sud | le Plateau Adamawa |
| Fest | le Lac Tchad |
| l'ouest | les îles |
| grand(e) | la savanne |

Chapter One: Francophone Africa Geography

Lesson Overview:

Suggested Length: Two class periods

Cultural Theme: Francophone Africa Geography

Language Application: Related terminology and application

Lesson Objectives:

Students learn to ask questions and understand simple answers in French that are related to the geography of Africa including Cameroon.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.2.2, 1.3.5, 1.6.1, 1.8.1, 1.11.1 (See appendix.)

Extra Teacher Preparation:

Make six Thermo Fax transparencies:

1. Francophone World (Moase-Burke, BLM 1.0)
2. L'Afrique: Divisions Politiques (Dern, 39)
3. L'Afrique Francophone (Dern, 41)
4. L'Afrique: Divisions Géographiques (Dern, 37)
5. L'Afrique: Divisions Politiques (Dern, 35)
6. Cameroon (Collins)

Teacher Materials Needed:

Overhead projector

Six above mentioned transparencies

Globe or Map (preferably in French) of Africa

Duplicates of worksheets for each student

Duplicates of quizzes for each student

Scissors and glue for all students

VOCABULARY

General Vocabulary:

l'Afrique	le montagne
Francophone	le Mont Cameroun
les directions	l'Océan Atlantique
le nord	l'Océan Indien
le sud	le Plateau Adamawa
l'est	le Lac Tchad
l'ouest	les îles
grand(e)	la savanne

petit(e) le forêt
 moyen le desert
 le pays

Geographic and Climatic Background Information for Teachers:

Les Pays et les Iles Francophones d' Afrique:

Location: Cameroon is one of over twenty French-speaking or *Francophone* countries in the African continent. In shape, it is often compared to an elongated triangle, an area slightly larger than the United Kingdom and a population of over 15 million people bordered by Nigeria to the west, Lake Chad on the north, Chad on the Central African Republic to the east, Congo Republic, Gabon and Equatorial Guinea to the south, and the Atlantic Ocean on the southwest.

le Mali
 le Benin le Maroc
 le Burkina Faso l'Ile Maurice
 le Burundi la Mauritanie
 le Cameroun le Niger
 Le Congo la République Centrafricaine
 la Côte d'Ivoire la République Démocratique du Congo
 le Djibouti la Réunion
 le Gabon le Rwanda
 la Guinée le Sénégal
 les Iles Comores le Tchad
 les Iles Seychelles le Togo
 Madagascar la Tunisie

Language Functions:

Où se trouve..... ?

Comment s'appelle ce pays?

_____ se trouve dans le _____ d'Afrique.

Quel pays est plus grand/petit?

Brief Historic Background Information for Teachers:

In the late 15th century, Portuguese explorers were working their way down the coastline of present-day Cameroon and came across a river bearing shrimp, or "cameroes" in Portuguese. They subsequently named the river, "Rio das Cameroes", or "River of Prawns" (Nghoh, 1). This name remained throughout German, British and French colonial rule, and today the nation is simply known as "Cameroon." It is interesting to note that although the Germans were one of the first European nations to stake claim to Cameroon, after having lost the first World War in the early twentieth century, they were directed to divide their colonial claims between France and England, one fifth to England, the rest to France, under the mandates of the League of Nations (Microsoft). At this point, *The Cameroons*, as it had been called, was known as either *The British Cameroons*, *The French Cameroons*, or simply, *The Cameroons*. Nowadays, the country is officially united under one name, *Cameroon*. However, the people do not always see themselves as united. There are divisions among them not only by language, as there is an English-speaking sector in the northwest versus the rest of the predominately French-speaking nation, but also by historical, familial tribe, or ethnic group. Present-day Cameroonians struggle to define themselves as a twenty-first century autonomous bilingual nation, while

neither forgetting their multilingual roots, nor their multi-tribal existence even more prevalent before the advent of European colonization.

Geographic and Climatic Background Information for Teachers:

Location: Cameroon is one of over twenty French-speaking or *Francophone* countries located on the African continent. In shape, it is often compared to an elongated triangle, with an area slightly larger than California and a population of over 15 million people (CIA). It is bordered by Nigeria on the northwest, Lake Chad on the north, Chad on the northeast, Central African Republic on the east, Congo Republic, Gabon and Equatorial Guinea on the south, and the Atlantic Ocean on the southwest.

Land and Climate: Northern Cameroon is vastly different in climate from the southern, more humid areas. The northern third of the nation, or “tip of the triangle” (also referred to as the Chad Basin), receives hot, dry winds blowing into this savanna grassland from the Sahara dessert making for uncomfortable temperatures between October to May during the “dry season.” The rest of the year, rainfall nearly floods this basin, leaving much of it swampy until the dry season returns. In central Cameroon, the area known as the Adamawa Plateau (Camus, 35) is not as arid however, and is in fact the crossroads for several of the major rivers that run through the country (Microsoft). The most southern areas of the country comprise part of the Congo Basin, where a majority of the rain in Africa falls. During the rainy season from June to September, it is not uncommon to experience a shower nearly every afternoon with clouds eventually giving way to sunshine.

Cameroon contains a variety of land features that render it the nickname *Africa in Miniature*. From tropical wetlands in the south to Lake Chad in the north and the Atlantic Ocean in the west, Cameroon is also the home of the largest mountain in central Africa appropriately called Mount Cameroon or *Fako* in the local Bakweri language (DeLancey, 82). However, the mountain is considered unstable, as it has been charged by volcanic activity as recently as the Spring of 1999, resulting in the sixth eruption this century. In more peaceful, dormant times, it is one of Cameroon’s biggest tourist attractions.

Day One Lesson Implementation, Part One:

Lesson Closure:

1. Discuss the word *Francophone*. Have students volunteer the names of world countries they believe are Francophone. Write these names on the board for classroom discussion.
2. Show overhead Transparency #1 and explain to students that they are looking at the Francophone countries of the world. Have students compare their own answers written on the board with the actual countries shown.
3. Show Transparency #2 and explain to students that they are looking at one French-speaking area of the world in particular. You may choose to cover up the words *L’Afrique* at the top, and take a hand count to see how many students can identify this continent. Confirm their answers.

4. Show Transparency #3 and tell students that there are 26 African countries, including surrounding islands, that are Francophone nations. French is only one of the many languages spoken on the African continent and it is a major language one. Share with students that they will be focusing on one African country in particular, Cameroon, as they begin the process of learning how to speak French.

Day Two Lesson Implementation, Part One:

5. Show Transparency #4 and explain to students that there are three major geographic divisions on the African continent: the desert, the savannah grasslands, and the forest. Point out the location of Cameroon on this map, and that it contains both forest and savanna grasslands.

6. Hand out to all students the *Chapter One Vocabulary List*. Read each word while students repeat after you.

7. Share with students what the words mean in English. Have them write down the translations beside the French words.

8. As an introduction to French-speaking Africa, pass out the two worksheets with the puzzle pieces of several African countries for students to cut out and paste where appropriate (Moase-Burke, BLM 1.8, BLM 1.9) and have them do this activity.

Day One Lesson Implementation, Part Two:

1. Hand out blank maps of *L'Afrique: Divisions Politiques* (Dern, 39). Students are to fill in the names of the Francophone African countries based on what you are showing on the overhead: the two transparencies (one superimposed upon the other) of *L'Afrique: Divisions Politiques* with *L'Afrique Francophone* on top. If you have other map or globe resources on display, you may choose to direct students to those stations to do their work.

2. When most students have finished, they should begin to collaborate answers making sure all 26 nations have been located and labeled.

Lesson Closure:

1. Instruct students to take their maps home and memorize the names of the Francophone countries. The next class period they will be evaluated (quizzed) on their knowledge. (At your discretion, they will not need to memorize the spellings of these nations.)

2. Review the names of the French-speaking nations and their placement on the African continent by using the blank overhead transparency of *L'Afrique: Divisions Politiques* (Dern, 39). Point to several Francophone nations asking, *Comment s'appelle ce pays?* This question can be found on their vocabulary list so students should be able to volunteer the answers. It may be preferable to have students list answers on paper as you point to several nations in a row.

trouve le Maroc? Instruct them to refer to their vocabulary lists for help and begin their

3. Depending on the amount of time left over, you may choose to show students a film about Africa (specifically Francophone Africa provided a resource is available). Local libraries and video stores often carry travel films about Africa. Some universities have film lending services available to the public for small fees.

5. Now continue with this exercise only using the overhead transparency of Cameroon

Day Two Lesson Implementation, Part One: mentioned on the map but which border Cameroon. Keep asking the same questions. Check answers.

Review:

6. Pass out worksheet, *La Géographie*.

1. Briefly review the term *Francophone*.
2. Display the overhead transparencies again to encourage a discussion reviewing the previous day's lesson.
3. Review the *Chapter One Vocabulary List*, asking students to repeat the words after you.

plus petit? As they ask the question they are to attach two country names at the end so that there is a choice. For example, *Quel pays est plus grand, l'Algérie ou la Guinée?*

Evaluation: student will respond, *L'Algérie*. Write an example on the board for students to follow. Instruct them that they are to take turns both answering and asking the questions.

Administer the quiz. Here are three suggestions:

- a) Display the overhead transparency, *L'Afrique: Divisions Politiques* (Dern, 39). Instruct students to list ten (for example) names of Francophone countries to hand in for a quiz grade. This method works well if you are focusing on French country name recognition.
- b) If you prefer to focus on geography, duplicate quizzes ahead of time using the overhead transparency, *L'Afrique: Divisions Politiques* (Dern, 39) for a quiz. Display on the overhead the correct spelling of the country names for students to reference as they write down on the map where the nations belong.
- c) Type a list of all the African country names in French and have students circle ten (for example) countries that are French-speaking.

Day Two Lesson Implementation, Part Two: and inform students that from now on the emphasis will be on learning more about this country rather than focusing on the whole

1. Review the top and bottom thirds of the *Chapter One Vocabulary List*, explaining to students that today they will learn to communicate using basic French vocabulary.

3. If time permits, show more of the film that was begun last class period.

2. Write, *Comment s'appelle* on the board.

Evaluation:

3. Display the blank overhead transparency of *L'Afrique: Divisions Politiques* (Dern, 39) and point to several countries asking, *Comment s'appelle ce pays?* Students will begin to recognize country names without the aid of seeing them in print. They should volunteer answers.

4. Review the directions one more time: le nord, le sud, l'est, l'ouest. Have students take out a sheet of paper and number one through four (or however many numbers you choose.) Point to a nation on the map: le Maroc, for example, and ask students, *Où se*

trouve le Maroc? Instruct them to refer to their vocabulary lists for help and begin their sentences with the country's name: *Le Maroc se trouve dans le _____ d'Afrique.* They are to fill in the blank with the appropriate direction. In this example, *nord* is placed in the blank. Students should have written: *Le Maroc se trouve dans le nord d'Afrique.*

5. Now continue with this exercise only using the overhead transparency of Cameroon (Collins). Point to several cities or countries not mentioned on the map but which border Cameroon. Keep asking the same questions. Check answers.

6. Pass out worksheet, *La Géographie.*

7. Before students complete it, inform them that when they are finished they are to:

- Find a partner and evaluate each others' answers.
- Ask a partner this question, *Quel pays est plus grand?* Or they may ask, *Quel pays est plus petit?* As they ask the question they are to attach two country names at the end so that there is a choice. For example, *Quel pays est plus grand, l'Algérie ou la Guinée?* The other student will respond, *L'Algérie.* Write an example on the board for students to follow. Instruct them that they are to take turns both answering and asking the questions. Have them ask and answer a total of ten questions.

Day Two Lesson Implementation, Part Three:

1. Upon completion of the worksheet, students are to find a partner and compare and evaluate each others' answers.

Lesson Closure:

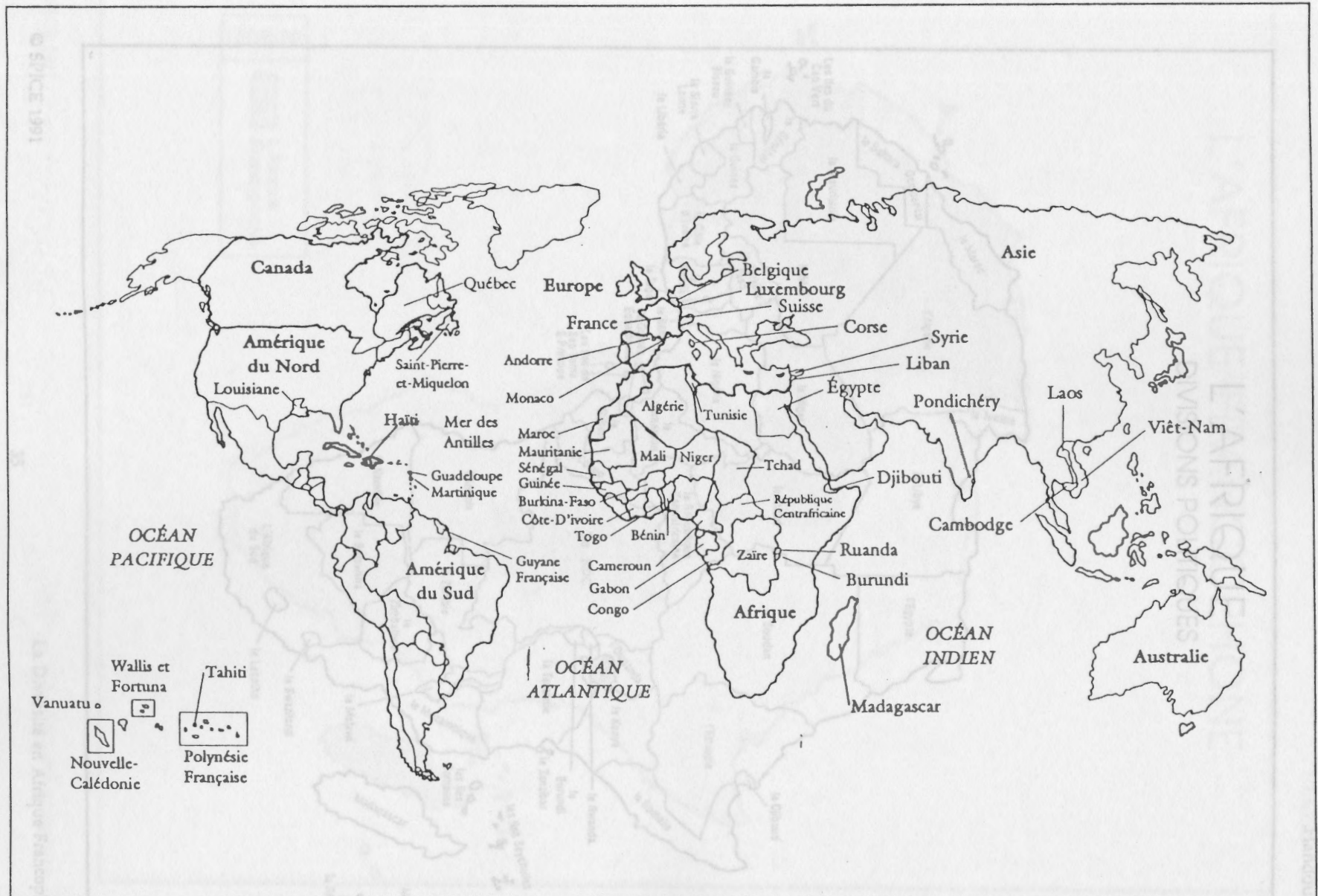
- Call on student volunteers to share what they have learned today. As they do so, display overhead transparencies on the continent of Africa.
- Show the overhead transparency of Cameroon and inform students that from now on the emphasis will be on learning more about this country rather than focusing on the whole of Francophone Africa.
- If time permits, show more of the film that was begun last class period.

Evaluation:

Today you may choose to evaluate students' work simply by recognizing their participation in the activities. If you prefer, you may call upon student pairs to give and receive geography-related questions for a grade.

BON VOYAGE!

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ELEMENT 1: Learning About Homestay Countries, Cities, and Languages

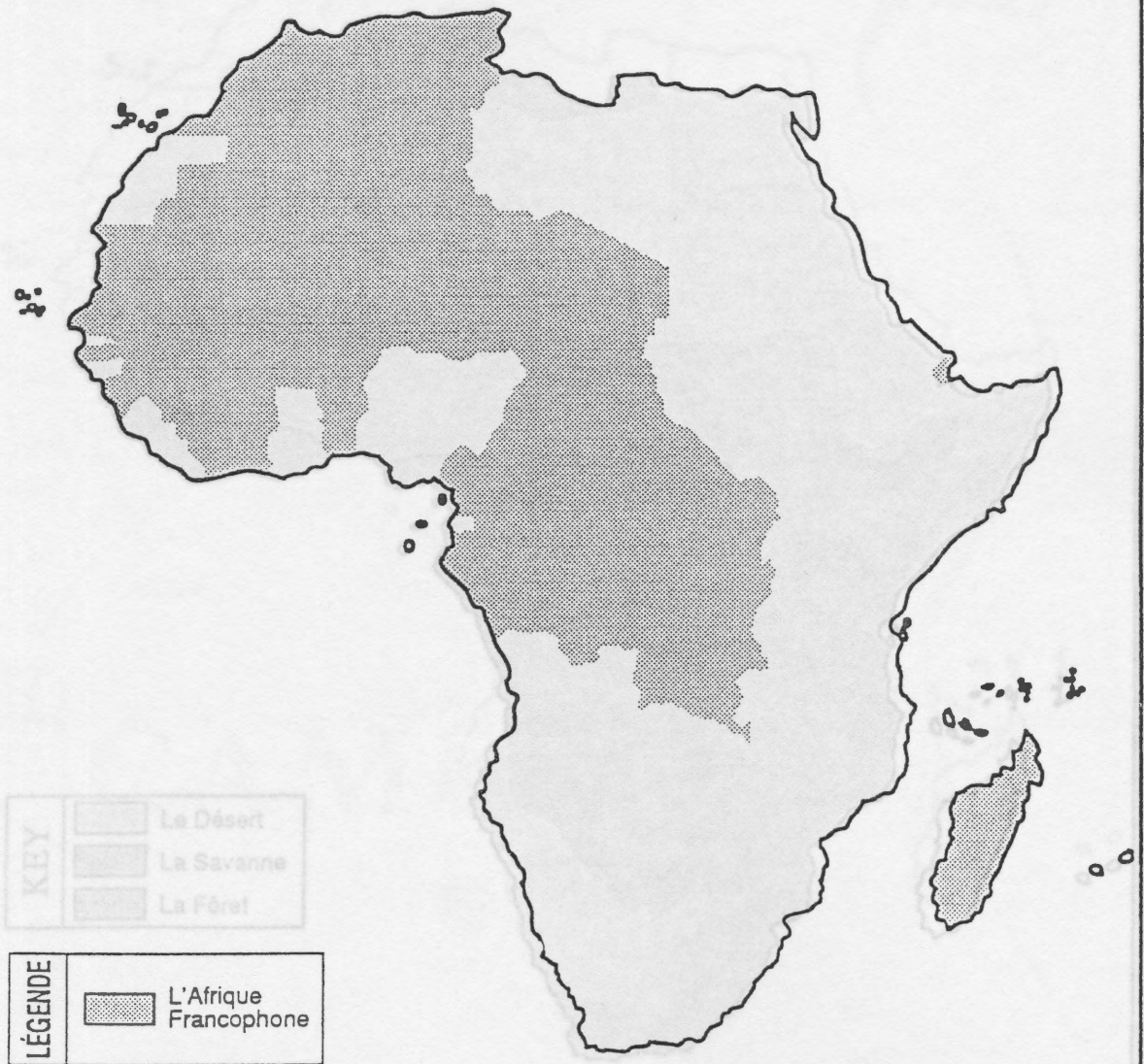
BLM 1.0

L'AFRIQUE
DIVISIONS POLITIQUES



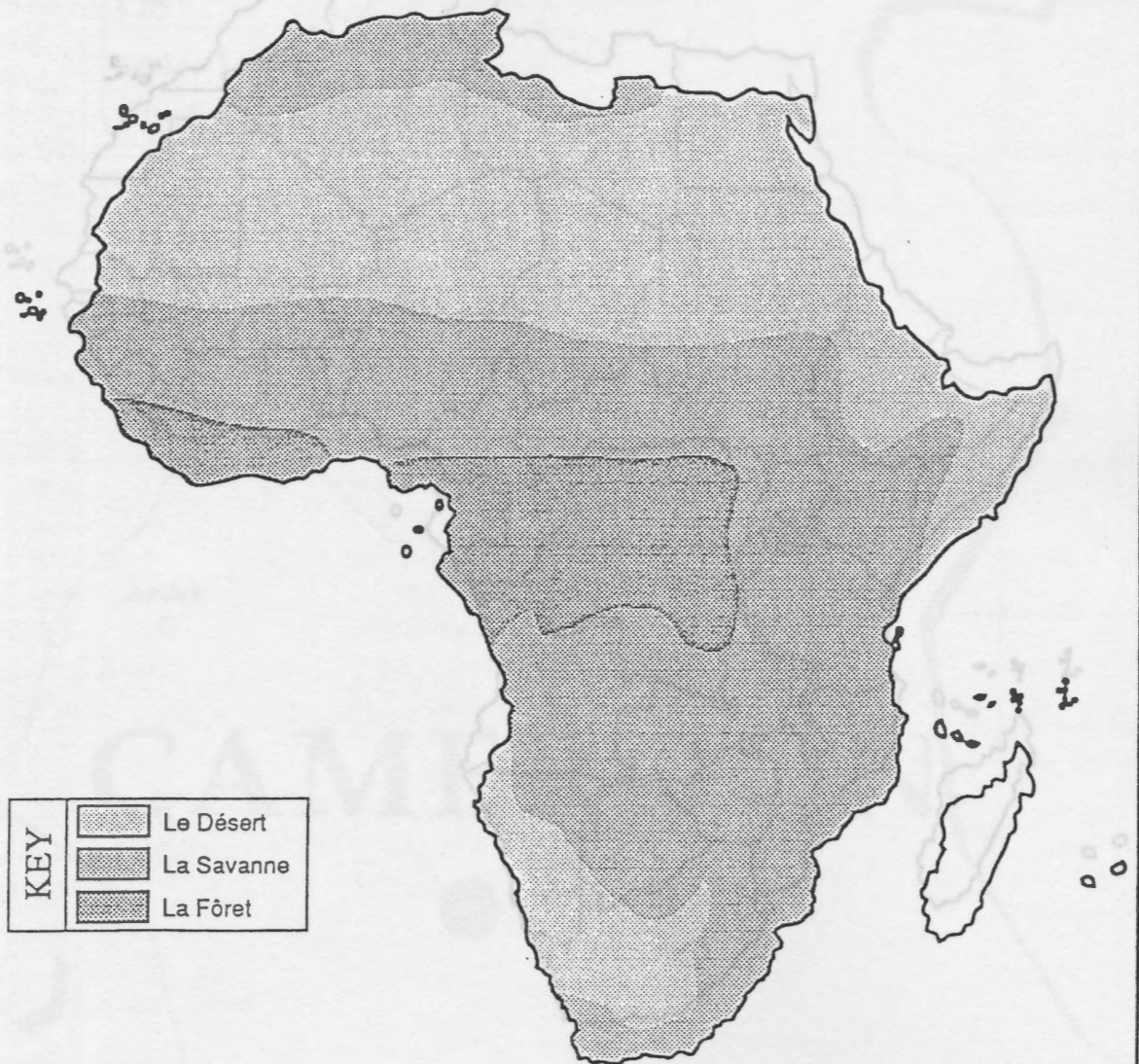
L'AFRIQUE FRANCOPHONE

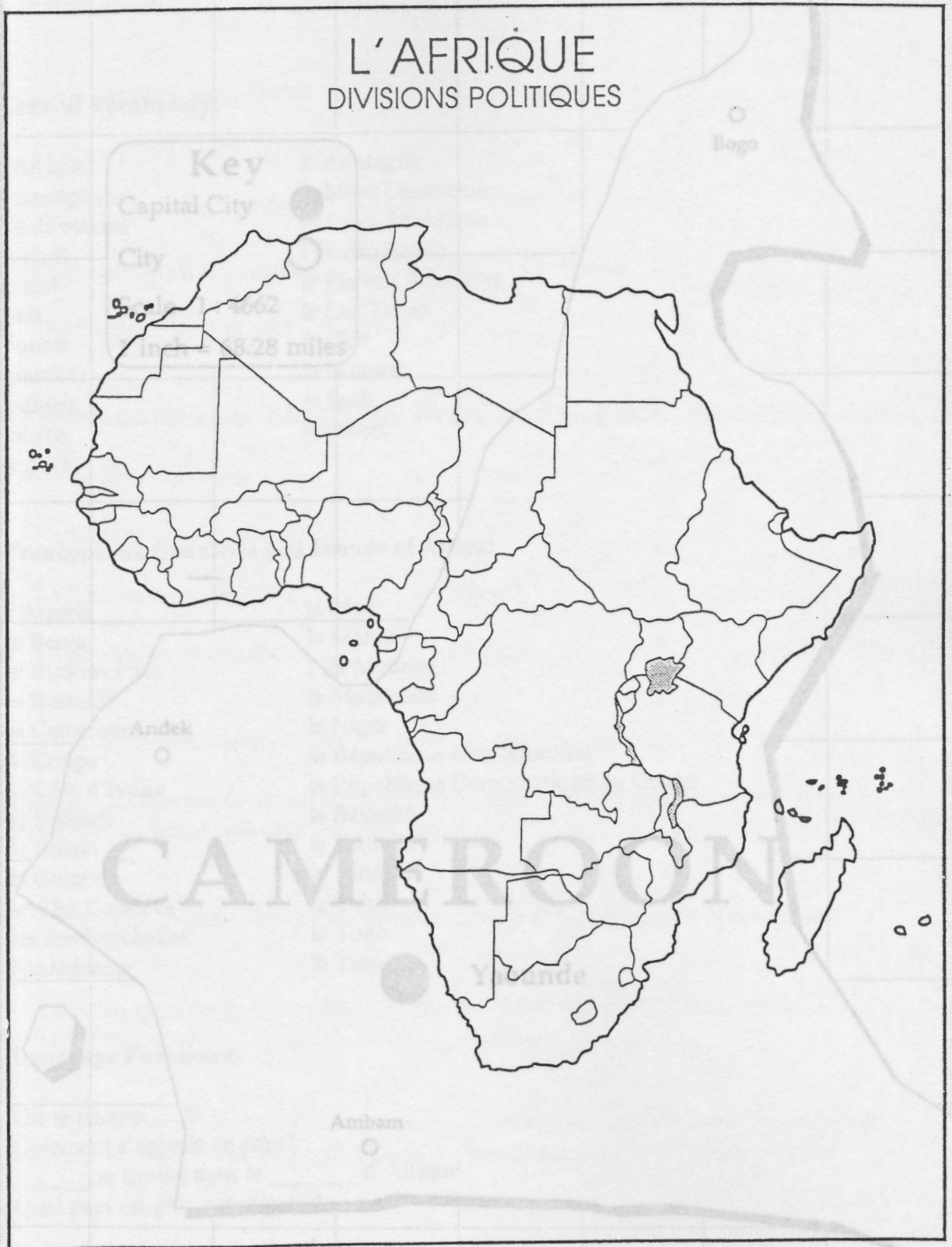
DIVISIONS GÉOGRAPHIQUES

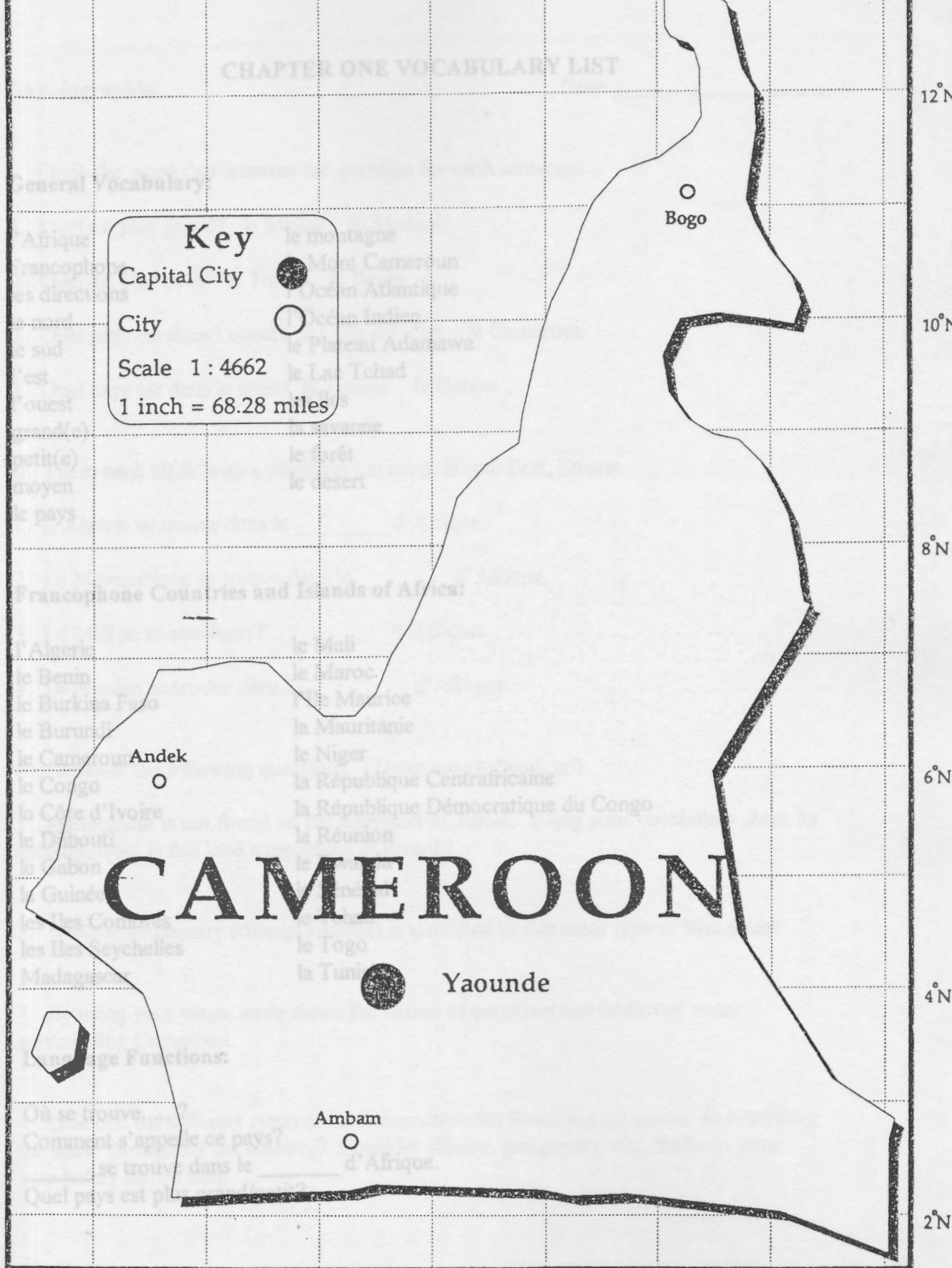


L'AFRIQUE

DIVISIONS GÉOGRAPHIQUES







CHAPTER ONE VOCABULARY LIST

La Géographie

Nom

General Vocabulary:

l'Afrique	le montagne
Francophone	le Mont Cameroun
les directions	l'Océan Atlantique
le nord	l'Océan Indien
le sud	le Plateau Adamawa
l'est	le Lac Tchad
l'ouest	les îles
grand(e)	la savanne
petit(e)	le forêt
moyen	le desert
le pays	

Francophone Countries and Islands of Africa:

l'Algerie	le Mali
le Benin	le Maroc
le Burkina Faso	l'Ile Maurice
le Burundi	la Mauritanie
le Cameroun	le Niger
le Congo	la République Centrafricaine
la Côte d'Ivoire	la République Démocratique du Congo
le Djibouti	la Réunion
le Gabon	le Rwanda
la Guinée	le Sénégal
les Iles Comores	le Tchad
les Iles Seychelles	le Togo
Madagascar	la Tunisie

Language Functions:

Où se trouve..... ?

Comment s'appelle ce pays?

_____ se trouve dans le _____ d'Afrique.

Quel pays est plus grand/petit?

I. Circle the word that answers the question for each sentence.

1. Quel est plus grand? le Maroc le Sénégal
2. Quel est plus petit? le Tchad le Benin
3. Quel pays est dans l'ouest? la Côte d'Ivoire le Cameroun
4. Quel pays est dans le nord? la Tunisie le Gabon

II. Fill in each blank with a direction: le nord, le sud, l'est, l'ouest.

1. L'Algérie se trouve dans le _____ d'Afrique.
2. La Mozambique se trouve dans le _____ d'Afrique.
3. Le Mali se trouve dans l' _____ d'Afrique.
4. Le Soudan se trouve dans l' _____ d'Afrique.

III. Answer the following questions. (These are challenging!)

1. Madagascar is not found on the continent of Africa. Using your vocabulary sheet for spelling, what is this land mass called in French?
2. What other country (though smaller) is identified as this same type of land mass?
3. By using your maps, write down the names of countries and bodies of water surrounding Cameroon.
4. Describe the different types of land characteristics found in Cameroon. Is everything the same throughout the country? Consider climate, geography, etc. Refer to your vocabulary list for help.

BON VOYAGE!

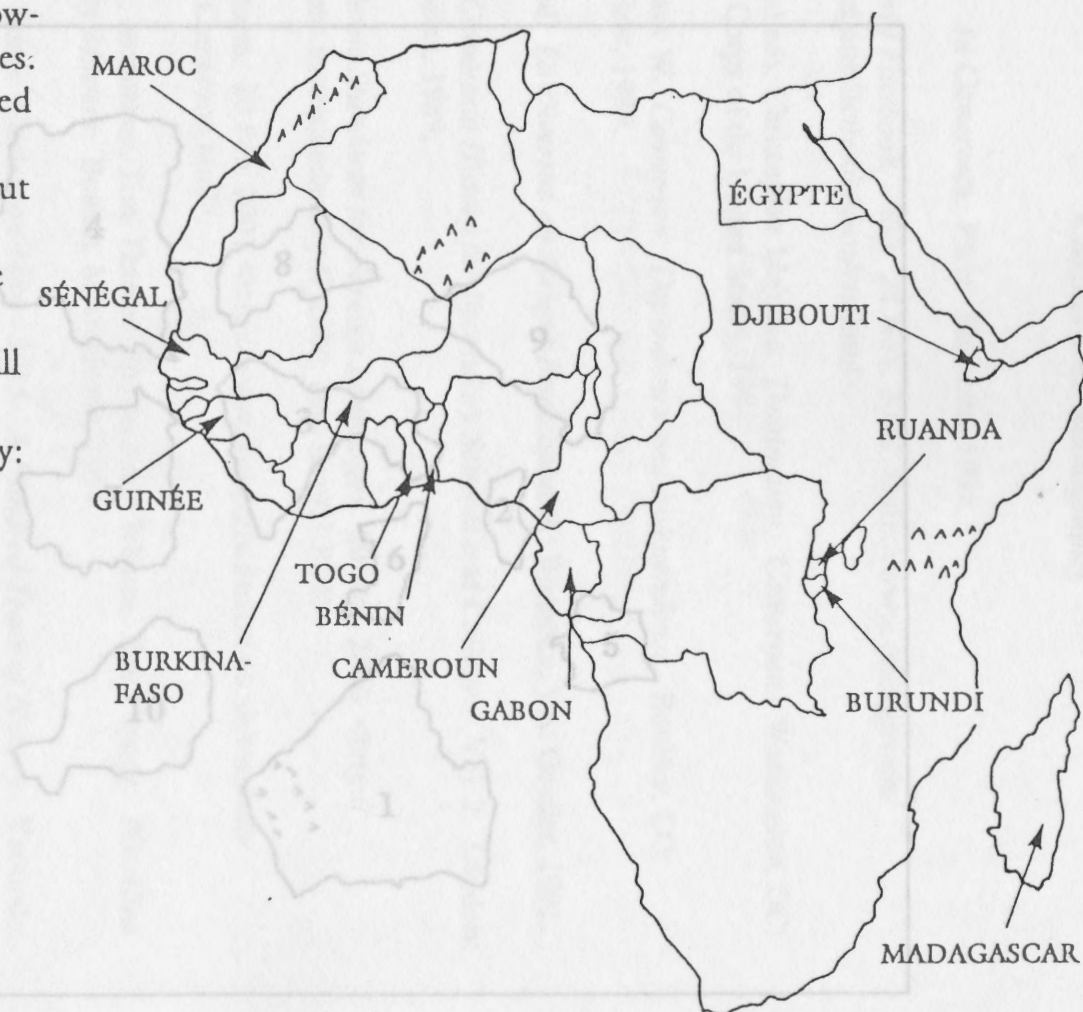
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Here is an outline map of Africa, showing the borders of its various countries. The names of these countries are listed in the key beside the map. Using the other sheet your teacher gives you, cut out the puzzle pieces of the French-speaking countries of Africa and glue them into the correct spaces on this map. When you are done, the key will tell you the name of each country. Good luck. Or as French speakers say: Bonne Chance!

Key:

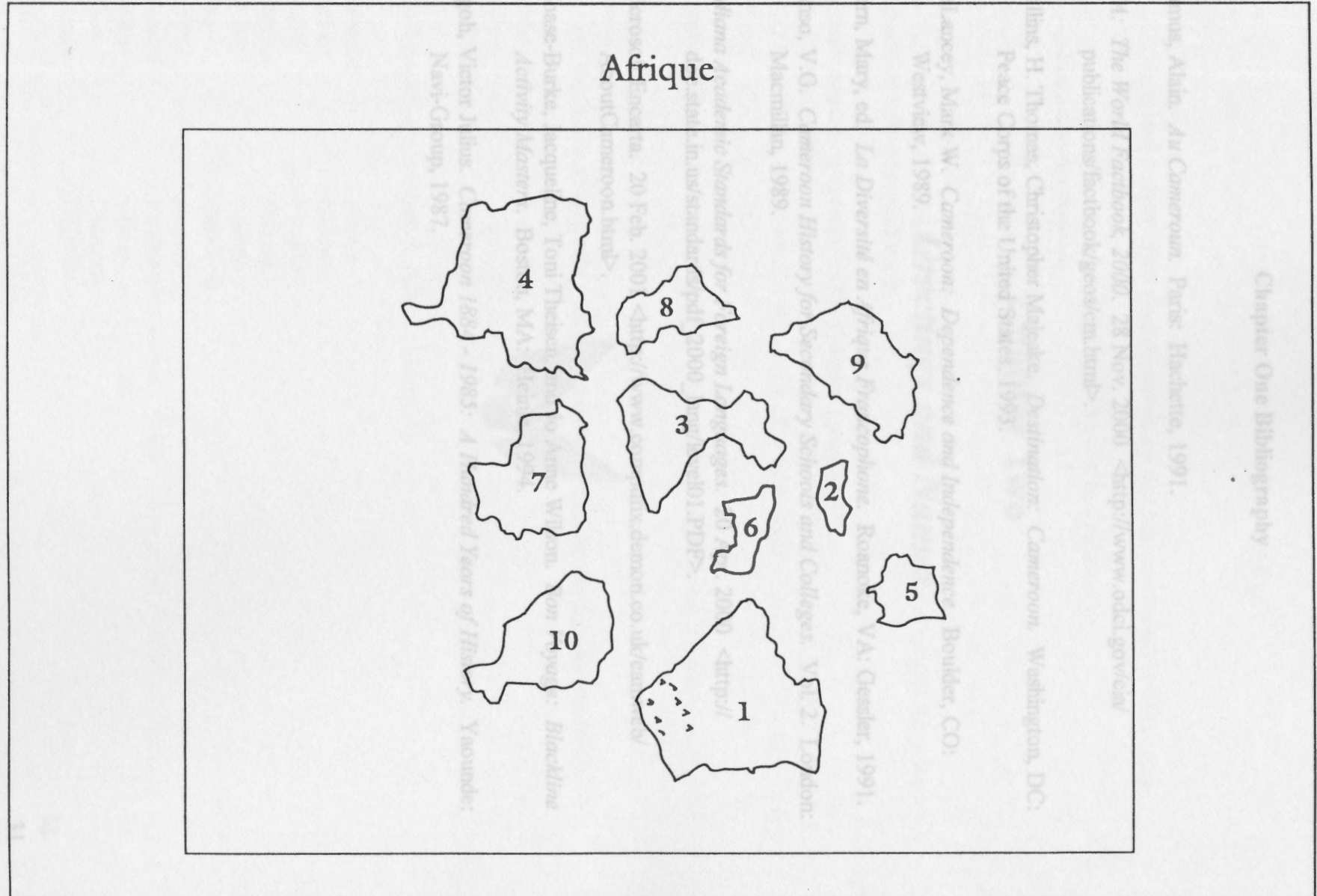
1. Algérie
2. Tunisie
3. Mali
4. Zaïre
5. Côte d'Ivoire
6. Congo
7. Mauritanie
8. République Centrafricaine
9. Tchad
10. Niger

Afrique



BON VOYAGE!

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ELEMENT 1: Learning About Homestay Countries, Cities, and Languages

BLM 1.9

Chapter One Bibliography

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Chapter Two: Greetings and Names

Lesson Overview:

Suggested Length: One class period plus a few minutes the next class period

Cultural Theme:

1. The ways people greet each other in Cameroon

Language Application:

1. How to greet one another

2. Identifying people by name

Chapter Two

Lesson Objectives:

Students learn first names in origin. They learn various ways for greeting people.

Greetings and Names

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.2.6, 1.3.1, 1.3.5, 1.4.1, 1.4.2, 1.4.5, 1.8.1, 1.8.2, 1.8.3, 1.8.4 (See appendix.)

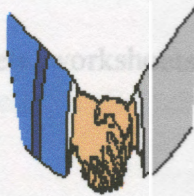
Extra Teacher Preparations:

Make one Thermo Fax transparency of common first names found in Cameroon.

Teacher Materials Needed:

Overhead projector

Enough duplicates of vocabulary sheets, worksheets and quizzes for each student



VOCABULARY

Les Noms:

Noms Populaires Français de Filles: (Abrate, 5)

Christelle	Aurélié
Karine	Laetitia
Valérie	Virginie
Séverine	Sabrina
Emilie	Audrey
Julie	Stéphanie
Corinne	Dominique
Claudine	Sandrine
Sophie	Elodie
Céline	Laurence
Nathalie	Delphine

Chapter Two: Greetings and Names

Lesson Overview:

Suggested Length: One class period plus a few minutes the next class period

Cultural Theme:

1. The ways people greet each other in Cameroon

Language Application:

1. How to greet one another
2. Identifying people by name

Lesson Objectives:

Students learn first names that are both French and Cameroonian in origin. They learn various ways for greeting people.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.2.6, 1.3.1, 1.3.5, 1.4.1, 1.4.2, 1.4.5, 1.8.1, 1.8.2, 1.8.3, 1.8.4 (See appendix.)

Extra Teacher Preparations:

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Claudine	Sandrine
Sophie	Elodie
Céline	Laurence
Nathalie	Delphine

Comment il s'appelle? Comment elle s'appelle?

Noms Populaires Français de Garçons: (Abrate, 5)

Au revoir

Pierre	Etienne
Gilles	Marc
Laurant	David
Christian	Mathieu
Christophe	Jérôme
Olivier	Michel
Nicolas	Cédric
Frédéric	Philippe
Daniel	Jean
Eric	Stéphane
Bernard	Vincent

Greetings:

Noms Populaires Camerounais de Filles: (Godard, 6-20) more physical in their greetings toward one another than they are in the Anglophone sector of the country. This difference

Aminata	Akono
Aïssa	Fatoumata
Saminata	Fatou
Awa	Amaka
Mariama	Ada

Noms Populaires Camerounais de Garçons: (Godard, 6-20) another. These same kinds of greetings are shared between people of varying generations and are often accompanied

Adama	Harissou
Sama	Abdoulaye
Mbété	Camara
Niba	Tabi
Hassan	Audu

Language Functions: Salutations et Prendre Congé:

Bonjour
Bonsoir
Salut
Ça va?
Oui, ça va
Ça va mal
Pas mal
Comment tu t'appelles?
Je m'appelle Cameroon.

Comment il s'appelle? Comment elle s'appelle?

Il s'appelle Monsieur. Elle s'appelle Madame.

Au revoir

A bientôt

A demain

Monsieur

Madame

Mademoiselle

Oui

Non

Et toi?

Brief Cultural Background Information for Teachers:

Greetings:

In the Francophone area of Cameroon, people tend to be more physical in their greetings toward one another than they are in the Anglophone sector of the country. This difference has to do with customs acquired from the French and the English during the colonization period.

In the Francophone sector, two friends meeting up with each other will kiss each other beside both cheeks. This is a common greeting between two girls and a boy and a girl, just as it is in France. Boys generally shake hands or gently hit each other on the upper arm or back. French-speaking Cameroonians are more physical than Americans in their greetings. People are genuinely warm and receiving of each another. These same kinds of greetings are shared between people of varying generations and are often accompanied with, *Bonjour, ça va?* or another type of verbal welcome.

The Anglophone sector reflects its former English rule by demonstrating hand-shakes or warm smiles accompanied with, *Hello, how are you?* as a common way of greeting each other. Greetings generally seem more formal and direct than in the United States.

Names:

In Cameroon there is a wide variety of common first names. Many are African in origin, derived from one of the several Bantu or other languages spoken there. French and English first names are frequently adopted as well, depending on the area of the country. However, surnames remain generally African in nature, though occasionally someone will have a European last name where family roots can be traced to Europe.

It is not uncommon to hear people being called or spoken to using their last name, omitting the first name. Where in America it is considered rude to call another by his surname, in Cameroon it is ordinary.

9. Place the transparency of names on the overhead giving students an opportunity to

Day One Lesson Implementation, Part One: a moment to think about a name they would like to adopt for themselves to be used throughout the rest of the course in place of

1. Begin by greeting students as they come into the room by saying *bonjour* to them. Through your body language, attempt to get them to repeat this back to you. Invariably somebody will know that *bonjour* means *hello*, or perhaps you have already chosen to greet them this way before.

2. Write the word *Bonjour* on the board and also, *ça va*. Show students what these words mean through demonstration with a student volunteer. Place on the board the words, *Ça va mal* and *Fas mal* as suitable answers to the *How are you?* question. Have students

3. Allow students a minute or two to exchange greetings in French with four or five of their friends and encourage them to use the other student's first name after saying *Bonjour*. Write an example on the board such as, *Bonjour Eric, ça va?* Share with them that today they are going to choose new first names for themselves that are popular in Cameroon.

4. Explain to students the various ways people greet one another in Cameroon (see the notes this section, *Brief Cultural Information for Teachers.*)

5. Write on the board the words *Ça va* and *Oui, ça va*, so that students know how they are spelled. Have students copy them into their notebooks.

6. Point to yourself and say to the class *Moi, je m'appelle* _____. Be sure to add the *Mademoiselle*, *Madame* or *Monsieur* title to your last name. Then point to a student and ask, *Comment tu t'appelles?* Say this a few times, repeating the answer as if the question were geared to you. Enlist student volunteers to answer the question for themselves. Continue pointing to individuals asking them their names and helping when necessary. Engage in this exchange until all have given first names proceeded with, *Je m'appelle* _____. Ask students if they know what the word *Marché* means, as you provide them with a few hints. They may guess correctly and say *Market*.

7. Share with students that people in Cameroon have varying common first names, some are French in origin, others are English or African in nature. Many of the traditional French names have similar English counterparts. Read through the list of common French names for boys and girls allowing students to volunteer what they think the English equivalent for each name is. (This exercise can boost students' confidence by thinking that French is not so "foreign," after all.)

8. Now read to students the common African names that can be heard in Cameroon. Students will most likely comment on them. Place a few of them on the board. Remind students that even though children grow up speaking French or English in their respective sectors of the country, they also communicate in other languages, as well. This accounts for some people having names that are totally African in origin.

2. After a few minutes for practice, student pairs are to take turns sharing with the class

9. Place the transparency of names on the overhead giving students an opportunity to observe them in written form. Have them take a moment to think about a name they would like to adopt for themselves to be used throughout the rest of the course in place of their already existing first names. Have them select two or three choices in case another student has already picked the same name.

10. Review with students, *Ça va?* and *Oui, ça va.* Place on the board the words, *Ça va mal* and *Pas mal* as suitable answers to the *How are you?* question. Have students exchange greetings once again with others sitting near them, encouraging them to vary their responses to the question. Then have them copy the words into their notebooks. While they are doing so, go around the room and record their choices for new first names.

11. Inform the class that since everyone has chosen a new first name, it is time to ask each other in French what these new names are. Ask a student, *Comment tu t'appelles?* Lead that student to answer correctly. Write *Comment tu t'appelles* and *Je m'appelle* on the board. Have students ask and answer this question with five other students using their "new" first names in place of their real ones.

12. Ask individual students the question, *Comment il s'appelle?* or "*Comment elle s'appelle?*" as you point to student in the classroom. Put those questions on the board and see if students can figure out what you're asking. Assist them so that they will manage to answer the questions.

13. Pass out the vocabulary worksheet on greetings and leave-taking words. Tell students to write down next to the French words as many English translations as they already know. Then as you define each word, have them write down the meanings as you go along. When finished, have them repeat the words after you.

14. Pass out a copy of the dialogue between two Cameroonian friends greeting each other in front of a *Marché*. Ask students if they know what the word *Marché* means, as you provide them with a few hints. They may guess correctly and say *Market*.

15. Read the dialogue as students follow along silently. Then read the dialogue together. Now call on student volunteers to read it. Then point out to students that certain words in the dialogue are underlined meaning that they can be substituted with other vocabulary words from their vocabulary sheets in order to create new dialogues. Let students know that they will be encouraged to personalize their dialogues.

Day One Lesson Implementation, Part Two:

1. Students pair up and create new dialogues from the one they just read using words from their vocabulary sheets to substitute in place of the underlined words.

2. After a few minutes for practice, student pairs are to take turns sharing with the class

their new dialogues.

Lesson Closure:

Review the vocabulary words again and inform students that when they come to class next time they will have a quiz over this material. Ask for volunteers to summarize the lesson. Remind students that any information from today's lesson may be included on the upcoming quiz.

Evaluation:

1. Give a grade to each pair of students over the dialogues they presented.
2. Issue a vocabulary quiz at the beginning of the next class period.

Noms Populaires Français de Garçons:

Pierre	Etienne
Gilles	Marc
Laurant	David
Christian	Mathieu
Christophe	Jérôme
Olivier	Michel
Nicolas	Cédric
Frédéric	Philippe
Daniel	Jean
Eric	Stéphane
Bernard	Vincent

Noms Populaires Camerounais de Filles:

Aminata	Akono
Alssa	Fatoumata
Saminata	Fatou
Awa	Amaka
Mariama	Ada

Noms Populaires Camerounais CHAPTER TWO VOCABULARY LIST

Adama

Harissou

Les Noms:

Abdoulaye

Mbété

Camara

Noms Populaires Français de Filles:

Hassan

Audu

Christelle

Aurélie

Karine

Laetitia

Valérie

Virginie

Séverine

Sabrina

Emilie

Audrey

Julie

Stéphanie

Corinne

Dominique

Claudine

Sandrine

Sophie

Elodie

Céline

Laurence

Nathalie

Delphine

Noms Populaires Français de Garçons:

Pierre

Etienne

Gilles

Marc

Laurant

David

Christian

Mathieu

Christophe

Jérôme

Olivier

Michel

Nicolas

Cédric

Frédéric

Philippe

Daniel

Jean

Eric

Stéphane

Bernard

Vincent

Noms Populaires Camerounais de Filles:

Aminata

Akono

Aïssa

Fatoumata

Saminata

Fatou

Awa

Amaka

Mariama

Ada

Noms Populaires Camerounais de Garçons:

Adama	Harissou
Sama	Abdoulaye
Mbété	Camara
Niba	Tabi
Hassan	Audu

Nom _____

Mademoiselle

Language Functions: Salutations et Prendre Congé:

Bonjour
Bonsoir
Salut
Ça va?
Oui, ça va
Ça va mal
Pas mal
Comment tu t'appelles?
Je m'appelle _____.
Comment il s'appelle? Comment elle s'appelle?
Il s'appelle _____. Elle s'appelle _____.
Au revoir
A bientôt
A demain
Monsieur
Madame
Mademoiselle
Oui
Non
Et toi?

Comment elle s'appelle?

Elle s'appelle _____

Au revoir

A bientôt

A demain

Monsieur

Madame

Vocabulary Worksheet: Greetings and Leave-taking (Salutations et Prendre Congé)

Nom _____

Bonjour

Mademoiselle

Bonsoir

Oui

Aminata: Bonjour, Sama!

Salut

Non

Ça va? Ça va?

Oui, ça va

Aminata: Oui, ça va. Et toi?

Ça va mal

Pas mal pas mal.

Et toi?

Aminata: Tu achète quelque chose?*

Comment tu t'appelles?

Je m'appelle les fruits. A bientôt!

Comment il s'appelle?

Aminata: Au revoir!

Il s'appelle _____.

Comment elle s'appelle?

*Are you buying something?

Elle s'appelle _____.

Au revoir

A bientôt

A demain

Monsieur

Madame

Dialogue: Sama et Aminata Devant le Marché

Je m' _____ Nom _____

Sama: Bonjour, Aminata!

Aminata: Bonjour, Sama!

_____ Ça va
Sama: Ça va?

_____ A bientôt

Aminata: Oui, ça va. Et toi?

_____ A demain
Sama: Pas mal.

_____ Pas mal

Aminata: Tu achète quelque chose?*

Sama: Oui, des fruits. A bientôt!

1. Comment tu t'appelles?

Aminata: Au revoir!

2. Ça va?

*Are you buying something?

III Short answer: English. Answer the following questions in English. (2 points each)

1. Describe how two people greet each other in Cameroon.

2. Is it acceptable to only call people by their first name in Cameroon? Explain.

Quiz: Salutations et Prendre Congé Two Bibliography

Abrate, Jayne, Jennie Bowser Chao, John De Je m'appelle Rongieras d'Usseau, and Margaret Sellstrom. *Allez, Viens: Holt French Level I*. Orlando, FL: Holt, 1996.

I. Matching. Place the letter from column two next to the French equivalent in column one. (1 point each)

- | | |
|---------------|---------------------|
| ___ Bonsoir | a. Not bad |
| ___ Ça va | b. Hello |
| ___ A bientôt | c. See you soon |
| ___ Au revoir | d. Good evening |
| ___ A demain | e. How are you |
| ___ Pas mal | f. Good-bye |
| ___ Bonjour | g. See you tomorrow |

II. Short answer: French. Answer the following questions *in French*. (2 points each)

1. Comment tu t'appelles?
2. Ça va?

III Short answer: English. Answer the following questions *in English*. (2 points each)

1. Describe how two people greet each other in Cameroon.
2. Is it acceptable to only call people by their first name in Cameroon? Explain.

Chapter Two Bibliography

Abrate, Jayne, Jennie Bowser Chao, John DeMado, Emmanuel Rongieras d'Usseau, and Margaret Sellstrom. *Allez, Viens: Holt French Level I*. Orlando, FL: Holt, 1996.

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Cameroon's Colonial Past



Chapter Three: Cameroon's Colonial Past

Lesson Overview:

Suggested Length: One class period plus a few minutes the next class period.

Cultural Theme: How colonialism influences Cameroon in the present day

Language Application: Genders and communicating with present tense form of the verb, *Etre* (To Be)

Chapter Three

Cultural Lesson Objectives:

Students are provided with a general understanding of Cameroonian history from European colonialism to the present. They learn about Cameroon as a country rich in diversity; from natural

Cameroon's Colonial Past

Language Lesson Objectives:

Students understand that nouns in French take gender. They learn to formulate simple sentences using the verb, *Etre*.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.2.2, 1.2.3, 1.2.6, 1.3.1, 1.3.5, 1.4.5, 1.5.1, 1.9.1, 1.9.2 (See appendix.)



Extra Teacher Preparation:

1. Make two Thermo Fax transparencies, one of the Christian family, the other of the Muslim family (Dern, 57, 59).
2. You may choose to conduct additional personal research on the Internet or in the library regarding Cameroonian history in terms of religious culture.

Teacher Materials Needed:

- Copies of the reading selection for every student.
- Worksheets to accompany the reading.

VOCABULARY:

General Vocabulary:

Le Cameroun	la religion
La France	la Christianisme
L'Angleterre	Chrétien, Chrétienne
L'Allemagne	Catholique
le Franc	Protestant, Protestante
le CFA	l'Islam
la bois	Musulman, Musulmane
les bananes	Animiste

Chapter Three: Cameroon's Colonial Past

Lesson Overview:

Suggested Length: One class period plus a few minutes the next class period.

Cultural Theme: How colonialism influences Cameroon in the present day

Language Application: Genders and communicating with present tense form of the verb, *Etre* (To Be)

Cultural Lesson Objectives:

Students are provided with a general understanding of Cameroonian history from European colonialism to the present. They learn about Cameroon as a country rich in diversity; from natural resources to the people who populate it.

Language Lesson Objectives:

Students understand that nouns in French take gender. They learn to formulate simple sentences using the verb, *Etre*.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.2.2, 1.2.3, 1.2.6, 1.3.1, 1.3.5, 1.4.5, 1.5.1, 1.9.1, 1.9.2 (See appendix.)

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General Vocabulary:

Le Cameroun	la religion
La France	la Christianisme
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le thé

le café the Second World War, African men living under French and British rule were

l'huile crude stories of emancipation from European control in exchange for helping

l'huile de palme win the war. Several African troops enlisted while others gave what they

la caoutchouc ally to support allied power. Once the war was over, it seemed as if Africa's

le coton independence fell on deaf ears. It would take up to thirty years before

independence from European rule would be granted throughout the continent.

Student Reading Selection on Cameroonian Colonial History:

Cameroon underwent a series of government and name changes since its freedom from

Although the Portuguese are documented as the first European explorers to have traveled through Cameroon in the 15th century, other European countries later laid claim to this land, eventually incorporating it into their growing number of colonies. Germany, France and England clamored to control the land that was referred to as "The Cameroons" from the 18th through the 20th centuries. During this industrial age, they began to expand their business interests outside Europe in order to sell manufactured goods, as well as to harvest raw materials needed to increase their wealth and power. During their efforts to control they managed to not only strip the forests of valuable timber, but planted in their place rubber trees and banana plants, as well as introduced the manufacturing of palm oil, cotton (Fomenky, 36), coffee and tea. Later they benefited from the abundance of offshore crude oil discovered near the border with Nigeria. However, complete colonial control didn't take hold until the end of the 19th century.

Independence day. The official name of the country is Republic of Cameroon, or in

Before the advent of the European colonies, the area of Africa known today as Cameroon was governed by organized societies called chiefdoms, kingdoms, fondoms and lamidats (Fomenky, 48). The names *chiefdom* and *kingdom* became popular among the people once they heard of these titles through European contacts. However, the fons, lamidos, chiefs and kings who ruled their people didn't reign over great numbers as did the European rulers. Even though these African rulers were dominating, they still had to answer to the greater European powers controlling the land.

Tues

It wasn't until after the Berlin Conference of 1884-1885 that the Europeans successfully divided present day Cameroon into three parts under German, French and English rule. However, control by the three European strongholds was soon to be traded and relinquished by the early 20th century, leaving only two European powers remaining in Cameroon.

1. Share with students that Cameroon has a rich history of native peoples who have

During World War I, European forces fought against each another in Africa as well as in Europe. Cameroonian soil provided a battleground where militant German forces countered against equally prepared French and English troops. By 1911, German rule ceased and the territories were left to be split between the French and the English, leaving the French to secure nearly three fifths of the protectorate and the British taking the rest (Chia, 1). This resulted in nearly two million people living in the Francophone sector of the country, and roughly a half-million inhabitants in the English-speaking British Cameroons (Fomenky, 67).

During the Second World War, African men living under French and British rule were enticed with stories of emancipation from European control in exchange for helping European allies win the war. Several African troops enlisted while others gave what they could financially to support allied power. Once the war was over, it seemed as if Africa's cries for independence fell on deaf ears. It would take up to thirty years before independence from European rule would be granted throughout the continent.

Cameroon underwent a series of government and name changes since its freedom from French and English rule in 1960 and 1961, respectively. First, the nation was united under the name of *Federal Republic of Cameroon*, recognizing both *West Cameroon* (the former *British Cameroons*) and *East Cameroon* (the bigger, former *Cameroun Français*, or *French Cameroon*.) It was in the early 1960s that the Franc CFA (*Communauté Financière Africaine*, also popularly known as the Central African Franc) was adopted as the official Cameroonian currency, pushing out the British sterling pound that had been used in the former *British Cameroons* (Fomenky, 91).

Ahmadu Ahidjo was elected the nation's first president in 1961, where he would remain in office for a little more than twenty years. In 1972, Ahidjo suggested the nation take a vote in favor of a stronger united government rather than maintain federation status. The vote was ratified and now May 20th of every year is celebrated as Cameroon's national independence day. The official name of the country is *Republic of Cameroon*, or in French, *République du Cameroun*.

Language Functions:

Feminine and masculine nouns

The verb *to be*, *Etre*

Je suis

Tu es

Il est

Elle est

Lesson Implementation:

1. Share with students that Cameroon has a rich history of native peoples who have inhabited the country before the advent of recorded history. Talk about the colonists who came to live there to rule at the end of the 19th century. Tell them that today they are going to learn more about Cameroon: its history and natural resources, as well as the people who make their home there.

2. Pass out the reading selection *Student Reading Selection on Cameroon Colonial History*. Have students read silently and then take turns reading aloud as the rest follow along.

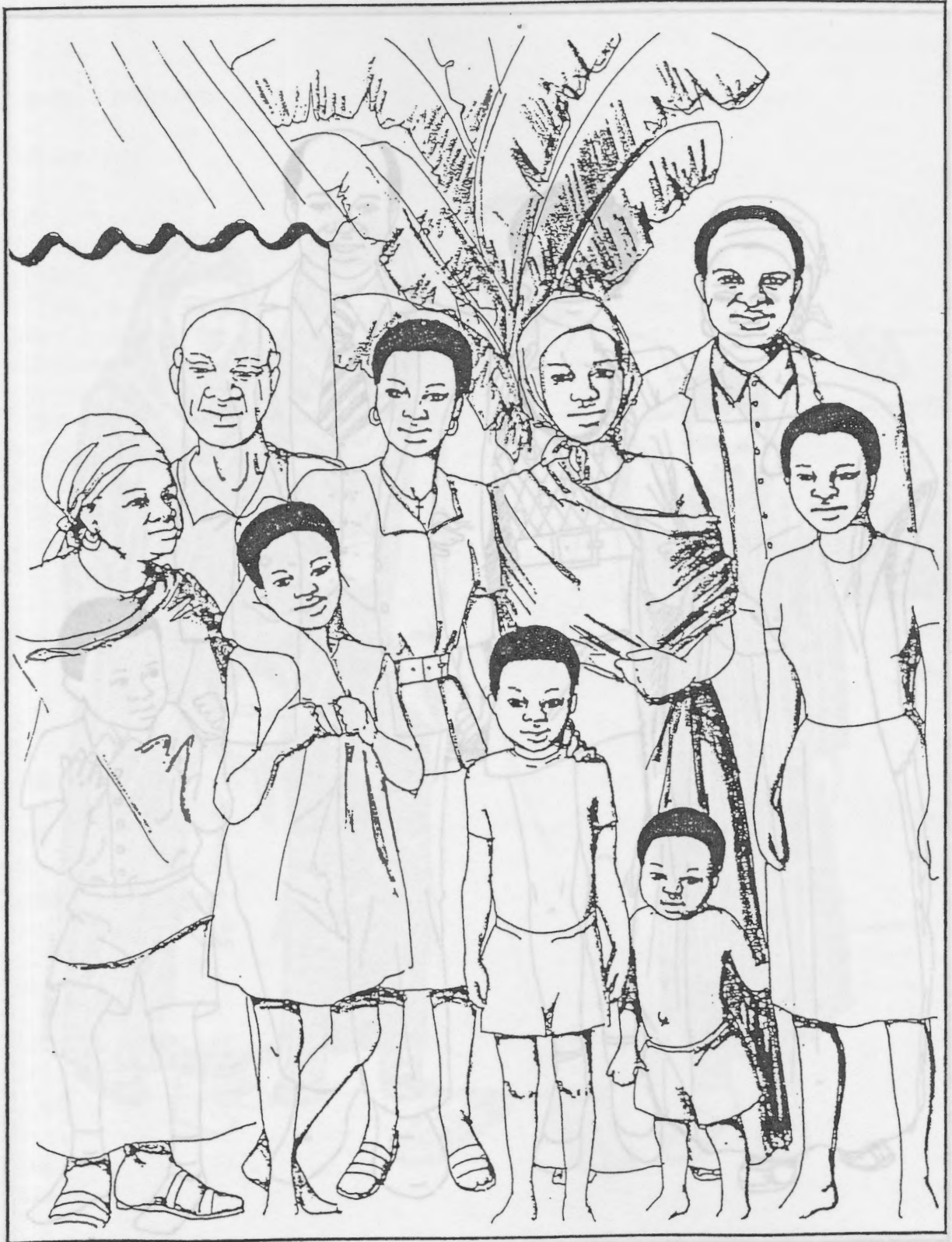
11. Place the transparency of the Christian family on the overhead. While doing so, have
3. When finished, pass out the accompanying worksheet and have students work in pairs or small groups (or individually, if you prefer) to complete it.
4. Collect the worksheet. Have students share answers with each other and discuss its contents. Enlist student volunteers to write answers on the board for greater discussion.
5. Pass out *Chapter Three Vocabulary List*. Have students guess at the meanings of some of the natural resources listed. Some words are cognates so they should be easy to guess. Confirm their “guesses” and have them write down the English equivalents next to the French words.
6. Share with students that Cameroon is diverse in its religious history. The population is divided roughly into 40% Christian, 20% Muslim, and another 40% that comprises indigenous believers to non-believers (CIA).
7. Put up the transparency of the Christian family (Dern, 57). Explain to students that because France tends to be traditionally a “Catholic country,” many of the Christians that live in the Francophone sector of Cameroon embrace the Catholic faith. However in English-speaking Cameroon, people are more apt to practice a variety of Protestant Christian faiths; including Baptist, Presbyterian and Episcopalian.
8. As you display the transparency, have students take note of the clothing choices worn by individuals in the picture. Share with them that people in Cameroon have two “wardrobes” to choose from. Some prefer to dress in traditional African clothing, others in more European or Western styles. Also have students speculate on the relationships between the people in the drawing. Most likely they will see a nuclear family: father, mother, daughter and son.
9. Now put up the transparency of the Muslim family. Students will quickly notice the change in dress. Let them know that in the Muslim faith it is customary for women to cover their heads and even their faces in more conservative environments (for example, in places in the Middle East.) It is common for men and older boys to wear a prayer cap. Ask students how they think the people in the picture are related to each other. Most students would offer: father, mother, older sister and two sons. As this may be the case, it is also an appropriate time to inform them that within the Muslim tradition men may have more than one wife. Is it possible that the man is posing with both an older wife and a younger one? This topic is sure to add fuel for classroom discussion!
10. Share with students that some people in Cameroon choose to embrace native traditional beliefs. These people are called Animists. They believe that the elements found in nature have spirits that influence peoples’ lives. There are a wide variety of animist beliefs which vary among the many ethnic groups.

11. Place the transparency of the Christian family on the overhead. While doing so, have students repeat after you *Il est, Elle est*. Point to the man while saying *Il est Chrétien* and to the woman while saying *Elle est Chrétienne*. Explain the masculine and feminine endings for the noun. Write *il est* and *elle est* on the board followed with *je suis* and *tu es*. Encourage students to guess at what these all mean, but follow up with a translation. Using *je suis*, ask if there are Christian students in the classroom who could state their faith. Follow their answers by pointing to each of them saying, *Tu es Chrétien* or *Tu es Chrétienne*. After the exercise, students should have a general understanding of specific forms of *Etre* in the present tense.

12. Display again the transparency of the Muslim family and repeat the same exercise as with the Christian family, only substituting the words *Musulman* or *Musulmane* to agree with the appropriate genders.

Lesson Closure:

1. Finish the lesson today by having students complete the wordsearch puzzle which contains the vocabulary words for this chapter.
2. For next time, students are to: memorize the meanings of the *General Vocabulary* words; understand what they read today about *Cameroon Colonial History*; have an idea about the religions practiced in Cameroon; and be able to construct simple sentences using forms of *Etre* in the present tense. There will be a short quiz at the beginning of next class period.





CHAPTER THREE VOCABULARY LIST

General Vocabulary:

le Cameroun

la France

l'Angleterre

l'Allemagne

le Franc

le CFA

le bois

les humains

le thé

le café

l'huile

l'huile

le cacao

le coton

le coton

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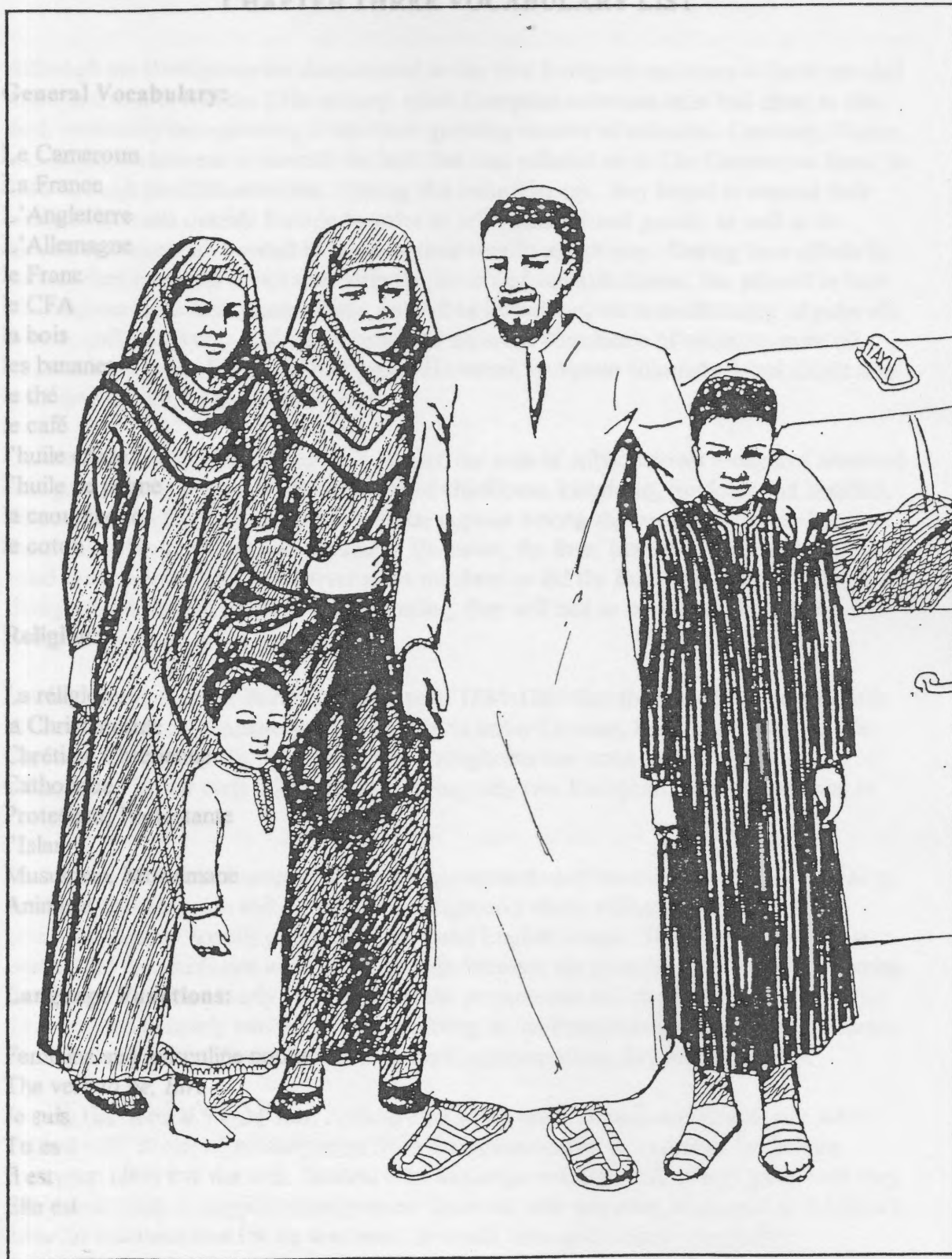
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CHAPTER THREE VOCABULARY LIST

General Vocabulary:

Le Cameroun

La France

L'Angleterre

L'Allemagne

le Franc

le CFA

la bois

les bananes

le thé

le café

l'huile crude

l'huile de palme

la caoutchouc

le coton

Religion:

La religion

la Christianisme

Chrétien, Chrétienne

Catholique

Protestant, Protestante

l'Islam

Musulman, Musulmane

Animiste

Language Functions:

Feminine and masculine nouns

The verb *to be*, *Etre*

Je suis

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4. A king governs a kingdom, a fon governs a _____, who governs a lamidat?
5. After the Berlin Conference was held it was decided that how many European countries would run Cameroon?
6. What were the names of these countries?
7. Which ruling European country was eventually pushed out of Cameroon?
8. What year did this former ruling country give up their claims in Cameroon?
9. Why did this country do that? If you don't know, take a guess.
10. Circle which section of Cameroon has more inhabitants: Francophone Anglophone
11. Several African troops enlisted in the military during World War _____ to help their respective ruling European countries win the war.
12. After the war, were the European nations eager to grant the African people freedom from their control? Circle: Yes No
13. In which years did the French and the English give up their claims to Cameroon?

Questions about Cameroonian Colonial History

Nom _____

14. What is the name of the unit of money used in Cameroon?

Answer the following questions about the reading selection.

15. Which day of the year is Cameroon's National Independence Day?

1. According to history, the _____ were the first Europeans to travel in Cameroon.
2. Name five products that are manufactured or cultivated in Cameroon.
3. It was during the _____ age that Europeans first began to look to Cameroon for profit.
4. A king governs a kingdom, a fon governs a _____, who governs a lamidat?
5. After the Berlin Conference was held it was decided that how many European countries would run Cameroon?
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13. In which years did the French and the English give up their claims to Cameroon?

Quiz: Chapter Three

Nom _____

14. What is the name of the unit of money used in Cameroon?

I. Matching. Place the letter from column two next to the French equivalent in column one. (1 point each)

15. Which day of the year is Cameroon's National Independence Day?

_____ je suis

a. oil

_____ caoutchouc

b. I am

_____ tu es

c. wood

_____ bois

d. you are

_____ huile

e. coffee

_____ café

f. rubber

II. Short Answer. Answer the following questions in English. (1 point each)

1. Circle the man in Cameroon who could very well have more than one wife:

Un Chrétien Un Musulman

2. Which European nation was mandated to relinquish its territories in Cameroon after World War II?

3. What is the unit of money called in Cameroon?

4. What is the significance of May 20?



Play Again

<http://www.madeforchildren.com/quiz/3/>

Quiz: Chapter Three

Nom _____

Chapter Three Vocabulary

I. Matching. Place the letter from column two next to the French equivalent in column one. (1 point each)

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4. What is the significance of May 20?



Answers

Play Again

<http://www.mastermakers.com/awn/games/>

Chapter Three Vocabulary

Words To Find:	X	V	X	M	Q	C	A	T	H	O	L	I	Q	U	E	B	N
ALLEMAGNE	T	C	A	F	E	E	C	G	L	S	C	F	T	O	X	C	E
ANGLETERRE	M	L	Y	H	W	H	U	I	L	E	C	R	U	D	E	A	R
ANIMISTE	T	C	U	O	H	C	T	U	O	A	C	U	U	Z	U	M	R
BANANES	N	S	F	E	M	L	A	P	E	D	E	L	I	U	H	E	E
BOIS	A	N	Q	A	I	J	T	L	M	G	O	Z	I	H	G	R	T
CAFE	T	A	O	V	C	Y	G	G	S	M	K	H	G	S	Z	O	E
CAMEROUN	S	W	Y	N	N	I	B	J	I	M	B	E	H	G	X	U	L
CAOUTCHOUC	E	S	Y	O	N	A	A	P	N	N	E	T	T	H	Y	N	G
CATHOLIQUE	T	Y	R	I	A	Q	N	I	A	E	N	S	S	O	M	D	N
CFA	O	F	W	G	M	X	A	J	I	I	G	I	I	K	L	B	A
CHRETIEN	R	S	F	I	L	L	N	O	T	T	A	M	O	N	K	M	N
CHRISTIANISME	P	C	R	L	U	P	E	M	S	E	M	I	B	O	X	A	M
COTON	L	N	A	E	S	N	S	P	I	R	E	N	E	T	J	L	E
FRANC	J	A	N	R	U	E	N	Y	R	H	L	A	H	O	K	S	I
FRANCE	H	R	C	W	M	P	M	W	H	C	L	N	T	C	Z	I	V
HUILECRUDE	L	F	E	P	F	K	O	D	C	O	A	X	E	H	D	L	M
HUILEDEPALME																	
ISLAM																	
MUSULMAN																	
PROTESTANT																	
RELIGION																	
THE																	
Unplaced Words:																	
[None]																	



Answers

Play Again

<http://www.mastermakers.com/awn/games/>

Chapter Three Bibliography

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Mastermakers. 6 Jan. 2001 <<http://www.mastermakers.com/awn/games/wordsearch/generator.cgi>>.

Chapter Four: Ordering at a Café

Lesson Overview:

Suggested Length: One class period plus a few minutes the next class period

Cultural Theme: Cafés, street vendors and telephone numbers

Language Application: Ordering drinks and working with numbers

Cultural Lesson Objectives:

Students learn cultural information about cafés and street vendors.


Language Lesson Objectives:

Students learn the lower number words and informal you, plus how to order at a café.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.1.2, 1.3.1, 1.3.5, 1.3.6, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.5.1, 1.6.2, 1.6.3, 1.7.2, 1.11.1 (See appendix.)

Extra Teacher Preparation:

Supply soda pop bottles (preferred over cans) 

Serving trays (enough for each group)

Teacher Materials Needed:

Bottles and trays

Serving trays

Worksheets and quizzes for all students

VOCABULARY

General vocabulary: serveur/serveuse: waiter/waitress

servir: to serve

serveuse: waitress

Courtesy words:

merci: thank you

de rien: you're welcome

s'il vous plaît: please

pardon: excuse me

Drinks (Boissons):

un Pepsi: a Pepsi

un D'Jiso (a fruity soft drink)

un Pamplémousse

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Language Application: Ordering drinks and working with numbers

Cultural Lesson Objectives:

Students learn cultural information about cafés and street vendors.

Language Lesson Objectives:

Students learn the lower numbers, the differences between formal and informal *you*, plus how to order at a café.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.1.2, 1.3.1, 1.3.5, 1.3.6, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.5.1, 1.6.2, 1.6.3, 1.7.2, 1.11.1 (See appendix.)

Extra Teacher Preparation:

Supply soda pop bottles (preferred over cans) as props

Serving trays (enough for each group)

Teacher Materials Needed:

Bottles

Serving trays

Worksheets and quizzes for all students

VOCABULARY

General vocabulary:

serveur

serveuse

Courtesy words:

merci

de rien

s'il vous plaît

pardon

Drinks (Boissons):

un Pepsi

un D'Jino (a fruity soft drink)

un Pamplémousse

une Orange
un café
un thé

1. Introduce students to the new vocabulary. You may choose to pass out vocabulary cards or write the new words on the board.

zéro
un
deux
trois
quatre
cinq
six
sept
huit
neuf
dix
cent

Language Functions:
Qu'est-ce que tu prends?
Je prends un Pamplemousse.
Un Pepsi, s'il vous plaît.
C'est tout?
Oui, c'est tout, merci.
C'est combien?
Huit cent francs.

Background Information for Teachers:

In urban areas in Cameroon, there are often bars or cafés where people of all ages enjoy cold and hot drinks anytime during business hours. Although beer and other alcoholic beverages are served in these establishments, minors are not customarily served alcoholic drinks. Sometimes students in the city on their way home from school might choose to stop in for a cold refreshing drink. Drinks are always served in recyclable glass bottles and are opened at the table. In this way, the waiter or waitress shows that the drinks are fresh for the customer.

Day One Lesson Implementation, Part Two:

In urban areas there are plenty of street vendors who will give customers a “good deal” if they order from them. These vendors sell anything from eggs and cooked meat on a stick (soya) to other agricultural products (like peanuts, avocados and bananas) as well as drinks and hand-crafted products. However, many people prefer to sit down in a café rather than consume drinks by the side of the road.

Day One Lesson Implementation, Part One:

1. Introduce students to the new vocabulary. You may choose to pass out vocabulary sheets to everyone or write the new words on the board.
2. Inform students that today they will be learning how to order beverages in a café in French like people do in Cameroon. Refer to this chapter's section, *Background Information for Teachers* and share with students in greater detail what street vendors and cafés are like in Cameroon.
3. Pass out the dialogue sheets to everyone and assign students in groups of three. If you have an extra student and prefer to put them in groups of four, you will need to alter the dialogue to accommodate that person.
4. Have students take a moment to read the dialogue by themselves and see if they can figure out what it is about. Field questions and comments at this time.
5. Tell students that in French there are two words for *you*. See if students can locate these words in the dialogue. Explain the difference between *tu* and *vous*. Point out that since the waiter or waitress is an adult, students would address that person as *vous*. Though since the students are young teenagers, the waiter or waitress would address each student as *tu*, though collectively as *vous*.
6. Demonstrate to the class how you want this dialogue read and acted out. Look to one group at this time to model, so temporarily assign them roles to play. Someone can be the *serveur* or *serveuse* while the others order the drinks. Have each person in the group read his or her assigned lines allowing everyone in the class to see how the dialogue is recited. For the final run-through, encourage students to act it out using the trays provided as props. Allow plenty of time for this.

Evaluation:

Have students "perform" for the class. You may choose to wait on a grade for now to give students an opportunity to practice their lines in front of the class today. You can give them a grade at the beginning of the next class period.

Day One Lesson Implementation, Part Two:

1. Ask students to identify any word or words in the dialogue that look like numbers.
2. After confirming *un*, *huit* and *cent* as numbers, have students repeat the numbers 0 - 10 after you say each one in French. Write them on the board while students copy them down. Share with them that they will be referring back to these numbers throughout the

rest of the day, and that they need to take them home and memorize them for a quiz the next class period.

3. Tell students that they are going to be learning more about telephone numbers in Cameroon. Share with them that local phone numbers there consist of six digits. Most people cannot afford to own a telephone, and for this reason, they tend to leave their homes and travel to talk to others. Government offices and some businesses do have phones, including universities where computer and e-mail technology are on the rise.

4. Below is a partial list of several telephone numbers in the capital city of Yaoundé. Tell students that as you call out the numbers in French, you want them to write down the numerals for each Cameroonian telephone number. Explain to them that normally these numbers would be said in pairs but at this time, you are going to simplify the exercise because you are more interested that they learn the single digits. You will call out no number higher than nine. You might want to start by giving students a common local telephone number, your school phone number for example, and see if they can copy it down.

Random Telephone Numbers from the City of Yaoundé: (WAFTA)

TEXACO 35 44 30
MOBIL CAMEROUN 30 04 36
CCEI BANK 22 17 85
STANDARD CHARTERED BANK 22 26 46
AMBASSADE DE FRANCE 22 31 54
MINISTERE DE L'AGRICULTURE 22 50 91
ECOLE AMERICAINE 23 60 11
BRASSERIE DU CAMEROUN 30 26 45

5. Now share with students the business names that correspond with the phone numbers. Discuss the exercise.

Lesson Closure:

1. Review the day's activities and inform students that the next class period there will be a quiz over numbers 0-10, as well as the vocabulary included in the dialogues. (If you chose not to give a grade assessment for dialogues earlier, you may want to remind students to have their lines memorized for next time.)
2. Pass out the worksheet entitled, *Les Mathématiques*. Students are to work on this until the end of the hour. (You may choose to have them complete it at home.)

Je prends un pamplemousse.
Un Pepsi, s'il vous plaît.
C'est tout?
Oui, c'est tout, merci.
C'est combien?
Huit cent francs

Dialogue: Ordering at CHAPTER FOUR VOCABULARY

Nom: _____

General vocabulary:

serveur

serveuse

Serveur/Serveuse: Bonjour. Qu'est-ce que tu prends?

Courtesy words:

merci

de rien

s'il vous plaît

pardon

Personne #2: Moi, je prends un Pamplemousse, s'il vous plaît.

Drinks (Boissons):

un Pepsi

un D'Jino (a fruity soft drink)

un Pamplemousse

une Orange

un café

un thé

Serveur/Serveuse: Voilà un Pepsi et un Pamplemousse.

Numbers (Numéros)

zéro

un

deux

trois

quatre

cinq

six

sept

huit

neuf

dix

cent

Language Functions:

Qu'est-ce que tu prends?

Je prends un pamplemousse.

Un Pepsi, s'il vous plaît.

C'est tout?

Oui, c'est tout, merci.

C'est combien?

Huit cent francs

Dialogue: Ordering at a Café

Nom: _____

I. Write the French names for each of the following numbers.

Serveur/Serveuse: **Bonjour. Qu'est-ce que tu prends?**

0. _____

6. _____

Personne #1: **Un Pepsi, s'il vous plaît.**

1. _____

7. _____

Serveur/Serveuse: **Et toi?**

2. _____

8. _____

Personne #2: **Moi, je prends un Pamplemousse, s'il vous plaît.**

3. _____

9. _____

Serveur/Serveuse: **C'est tout?**

4. _____

10. _____

Personne #1: **Oui, c'est tout, merci.**

5. _____

[The Serveur or Serveuse goes away and comes back to serve drinks.]

Serveur/Serveuse: **Voilà un Pepsi et un Pamplemousse.**

Muni-vocabulaire: un = and; moins = minus; font = make

Personne #1: **Pardon. C'est combien?**

1. un et deux font _____

6. trois et un font _____

Serveur/Serveuse: **Huit cent francs.**

2. six et quatre font _____

7. cinq moins quatre font _____

Personne #2 [pretending to give him the money]: **Voilà huit cent francs. Merci.**

3. sept et deux font _____

8. neuf moins trois font _____

Serveur/Serveuse: **De rien.**

4. huit moins trois font _____

9. quatre moins quatre font _____

5. neuf moins deux font _____

10. sept et trois font _____

III. Answer the following questions in French by writing out the numbers.

1. How many sides does a rectangle have?

2. How many sides does a triangle have?

3. How many sides are in a pentagon?

LES MATHEMATIQUES

Je m'appelle _____

I. Les Numéros. Use the numbers from the word list to fill in the blanks. (1 point each)

I. Write the French names for each of the following numbers.

Word List: quatre, huit, un, sept, dix, trois, six, deux, neuf, cinq

- | | |
|----------|-----------|
| 0. _____ | 6. _____ |
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | |

II. Write the answers in French for the following arithmetic problems.

Mini-vocabulaire: un = and; moins = minus; font = make

- | | |
|--------------------------------|-----------------------------------|
| 1. un et deux font _____ | 6. trois et un font _____ |
| 2. six et quatre font _____ | 7. cinq moins quatre font _____ |
| 3. sept et deux font _____ | 8. neuf moins trois font _____ |
| 4. huit moins trois font _____ | 9. quatre moins quatre font _____ |
| 5. neuf moins deux font _____ | 10. sept et trois font _____ |

III. Definitions: English. Define the following words in English. (1 point each)

III. Answer the following questions in French by writing out the numbers.

1. S'il vous plaît = _____
1. How many sides does a rectangle have?
2. De rien = _____
2. How many sides does a triangle have?
3. Serveuse = _____
3. How many sides are in a pentagon?

Quiz: Les Numéros et les Cafés

Je m'appelle _____

I. Les Numéros. Use the numbers from the word list to fill in the blanks. (1 point each)

Word List: quatre, huit, un, sept, dix, trois, six, deux, neuf, cinq

1 _____

6 _____

2 _____

7 _____

3 _____

8 _____

4 _____

9 _____

5 _____

10 _____

II. Short answer: French. Answer the following questions *in French*. (1 point each)

1. You are in a café in Cameroon and the waiter asks you, "Qu'est-ce que tu prends?"
How will you answer him?

2. How do tell him, "Thank you?"

III. Definitions: English. Define the following words *in English*. (1 point each)

1. S'il vous plaît = _____

2. De rien = _____

3. Serveuse = _____

Chapter Four Bibliography

CIA: *The World Factbook*, 2000. 28 Nov. 2000 <<http://www.odci.gov/cia/publications/factbook/geos/cm.html>>.

WAFTA: l'Annuaire Professionnel des Entreprises. 20 Feb. 2001 <<http://www.wafta.com/cameroun.html>>.

Chapter Five: Shopping for School Supplies and School Clothes

Lesson Overview:

Suggested Length: Two class periods

Cultural Theme: Clothing and shopping

Language Application: Discussing school supplies and colors (adjectival placement after nouns)

Chapter Five

Lesson Objectives:

While engaging in a dialogue about shopping, students learn the colors in French, along with the names of school supplies and clothing items in Cameroon.

Shopping for School Supplies and School Clothes

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.1.2, 1.1.4, 1.1.6, 1.2.6, 1.3.1, 1.3.5, 1.3.6, 1.4.1, 1.4.3, 1.4.4, 1.4.5, 1.5.1, 1.6.4, 1.9.1, 1.9.2, 1.11.1 (See appendix.)

Extra Teacher Preparation:

Collect these school supplies: *un stylo*, *un livre*, *une calculatrice*, *une règle*, *un crayon* and *un cahier*. You will be displaying these as part of the lesson.

Teacher Materials Needed:

Copies of the vocabulary list for each student

Two transparencies used in Chapter Three:

VOCABULARY:

A La Librairie:

un stylo

un livre

une calculatrice

une règle

un crayon

un cahier

Les Couleurs:

rouge

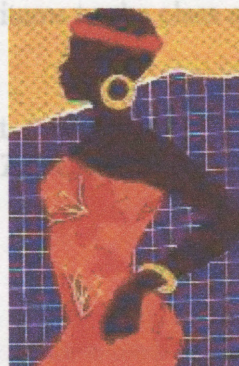
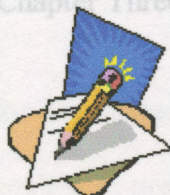
bleu / bleue

jaune

vert / verte

orange

violet / violette



Chapter Five: Shopping for School Supplies and School Clothes

Lesson Overview:

Suggested Length: Two class periods

Cultural Theme: Clothing and shopping

Language Application: Discussing school supplies and colors (adjectival placement after nouns)

Lesson Objectives:

While engaging in a dialogue about shopping, students learn the colors in French, along with the names of school supplies and clothing items in Cameroon.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.1.2, 1.1.4, 1.1.6, 1.2.6, 1.3.1, 1.3.5, 1.3.6, 1.4.1, 1.4.3, 1.4.4, 1.4.5, 1.5.1, 1.6.4, 1.9.1, 1.9.2, 1.11.1 (See appendix.)

Extra Teacher Preparation:

Collect these school supplies: *un stylo, un livre, une calculatrice, une règle, un crayon* and *un cahier*. You will be displaying these items to the class as part of the lesson.

Teacher Materials Needed:

Copies of the vocabulary list for each student

Two transparencies used in Chapter Three: *The Christian Family* and *The Muslim Family*

VOCABULARY:

Background Information for Teachers:

A La Librairie:

Students in Cameroon are required to purchase their own school supplies in order to be prepared for when they come to school. In the United States, textbooks, workbooks and ancillary materials are normally provided by the local school or school corporation. In Cameroon as well as in France, students or their parents are required to purchase the books that are needed, as well as other materials: pencils, pens, rulers, etc. It is common for students to shop in another town to satisfy their needs, as many towns lack sufficient stores.

Les Couleurs:

Students are required to prepare for school by purchasing new clothes as well as required instructional items. Depending on family tradition and lifestyles, some students may prefer to wear more modern fashions as is common in the Western world, while others may prefer traditional African styles (or in harmony with their religious beliefs.) The vocabulary presented in this lesson includes an array of clothing items. *Le tissu* (fabric) is included in the clothing vocabulary for a couple of reasons. It is common to see a girl or woman wearing loose fabric wrapped around her

noir / noire
blanc / blanche

Les Vêtements:

le tissu
le pagne (wrap-around skirt)
la robe
le foulard
la voile
le bou-bou (le grand bou-bou)
les chaussures
le pantalon
le tee-shirt
le jean
la chemise
la casquette

Language Functions:

Qu'est-ce que tu cherches?

Je cherche.....

Quoi d'autre?

Voilà

Je porte

Background Information for Teachers:

Students in Cameroon are required to purchase their own school supplies in order to be prepared for when they come to school. In the United States, textbooks, workbooks and other ancillary materials are normally provided by the local school or school corporation. However, in Cameroon as well as in France, students or their parents are required to purchase the books that are needed, as well as other materials: pencils, pens, rulers, etc. It is not uncommon for students to shop in another town to satisfy their needs, as many towns lack sufficient stores.

Students who can afford it prepare for school by purchasing new clothes as well as required instructional items. Depending on family tradition and lifestyles, some students prefer to wear more modern fashions as is common in the Western world, while others prefer to dress in traditional African styles (or in harmony with their religious beliefs.) The vocabulary presented in this lesson includes an array of clothing items.

The word *tissue* (fabric) is included in the clothing vocabulary for a couple of reasons. For one, it is common to see a girl or woman wearing loose fabric wrapped around her

waist as a skirt, called a *pagne* in Cameroon. *Pagnes* are easy clothing items to assemble for wear and are cost-effective. Another reason fabric is included as a clothing vocabulary word is because many people purchase it and then take it to a tailor or seamstress who will manufacture clothing items to the client's own specifications. It is common to see a man or woman seated at a peddle-operated sewing machine in a fabric store, waiting on a customer while working to finish clothes for another.

Day One Lesson Implementation, Part One:

1. Start today's lesson by holding up various classroom items one after another saying each item in French while students repeat after you. Run through all the items listed in the vocabulary titled *La Librairie*. When finished, hold items up in a different order than before and see if students can name them from memory.

2. Place the names of these items on the board and have students copy them down in both French and English.

3. Tell students that today they are also going to learn colors while learning the names of school supplies. Post the colors on the board and have students guess which colors they are. Confirm answers by writing in English the translation next to each color.

4. Hold up the same school items as before while saying a color adjective with each item. For example say, *un crayon jaune*, etc. Point out that in French most adjectives follow the nouns they are describing. Mention that some colors change in spelling and pronunciation when used in the feminine form. Give examples. Review feminine and masculine nouns.

5. Pass out a copy of the dialogue *A la Librairie* to each student.

6. Give students a minute to discuss with their neighbors what they think the dialogue is about. They will recognize old vocabulary with the new.

7. Call on individual students to volunteer information about what they discussed regarding the content of the dialogue. Call on students to read it out loud for the class.

8. Have students work in pairs using their own school supplies as props. Have them act out the dialogue and change the colors to fit the real colors of their own school supplies. Check for placement of color adjectives. Encourage students to use the feminine color names when applicable.

Evaluation:

1. Have students write down on a sheet of paper all the clothing items they can name in French. Students are to act out their dialogues in pairs for a grade. Discuss their answers. You may choose to tell them the French names for the other clothes items they do not know.

Day One Lesson Implementation, Part Two:

4. Place on the overhead the transparency called, *The Muslim family*. (Dern, 58)
1. Share with students information about shopping for clothes (refer to the section in this lesson titled, *Background Information for Teachers*.)
2. Use the vocabulary list to place the names of clothing items on the board while students copy them down in their notebooks. Ask students if they recognize any of the words.
3. Ask students if they can name in French any of the clothes they are wearing. Introduce the verb *je porte* at this time. Encourage students to say the colors with the items.
4. Now have students make a list in French of what they are wearing, including colors. Have them begin their sentence with *je porte*.
5. Before students leave make sure to pass out the vocabulary list of all the words they learned today. For next time they need to define each word in English. The next class period they will be quizzed over two-thirds of the list, which are the sections titled, *A La Librairie* and *Les Couleurs*.

Day Two Lesson Implementation, Part One:

1. Review vocabulary for the quiz by holding up several school supplies while students say what they are.

2. Have students pair up and quiz each other. One student holds up an item while the other says what it is. Encourage the use of colors.

Evaluation:

Have students take out a sheet of paper and number from one to ten. Hold up an item and have students write it down in French. To encourage proper spelling, you may want to have the items listed in random order on the overhead or on the board for students to reference.

Day Two Lesson Implementation, Part Two:

1. Review the clothing vocabulary.
2. Place on the overhead the transparency called, *The Christian Family*. (Dern, 57)
3. Have students write down on a sheet of paper all the clothing items they can name in the transparency using their vocabulary sheet for reference. Discuss their answers. You may choose to tell them the French names for the other clothes items they do not know.

CHAPTER FIVE VOCABULARY LIST

4. Place on the overhead the transparency called, *The Muslim family*. (Dern, 58) Students are to add to their clothing lists from this transparency. Share with them that men of the Muslim faith commonly wear the *grand bou-bous* and the women wear a *foulard* around their head and sometimes a *voile* out in public. Men wear a *casquette*. Most people who practice the Islam faith choose to wear traditional clothes, whereas Christians feel more at liberty to choose between wearing either traditional clothing or Western-style clothes.

5. Introduce the game, *loto*. For rules on how to play and how to instruct students to prepare for the game, refer to the section at the end of this chapter called, *Games: Loto and Mancala*.

6. Students are to write vocabulary words from their *Chapter Five Vocabulary List* inside the boxes. Make sure they write the words randomly and in French!

7. When students are finished filling in the boxes and have little pieces of paper torn up for markers, they are ready for you to begin by calling off vocabulary words in English.

8. Hand out prizes (candy, gum, pins, whatever you choose) to the winner, or even extra-credit points. Play several rounds. Tell students that the next time they come to class they will play an African game.

Evaluation:

Place on the overhead the transparency called, *The Christian Family*. With an overhead pen, choose five clothing items you want students to be quizzed over and write the numerals 1 through 5 on each item. For example, you can place a 1 on the girl's dress and a 2 on the woman's scarf, etc. Students will list what these items are in French. After playing *loto*, they should be familiar with all the vocabulary words, including spelling.

Language Functions:

Qu'est-ce que tu cherches?

Je cherche....

Quoi d'autre?

Voilà

Je porte

Chapter Five Dialogue CHAPTER FIVE VOCABULARY LIST

A La Librairie:

Nom _____

un stylo

un livre

une calculatrice

une règle

un crayon

un cahier

Les Couleurs:

rouge

bleu / bleue

jaune

vert / verte

orange

violet / violette

noir / noire

blanc / blanche

Les Vêtements:

le tissu

le pagne (wrap-around skirt)

la robe

le foulard

la voile

le bou-bou (le grand bou-bou)

les chaussures

le pantalon

le tee-shirt

le jean

la chemise

la casquette

Language Functions:

Qu'est-ce que tu cherches?

Je cherche.....

Quoi d'autre?

Voilà

Je porte

Chapter Five Dialogue: Dans la Librairie and Mancala

Loto

Nom _____

L: The Game

Sama and Aminata meet up once again, but this time they are in the bookstore shopping for school supplies. (Note: The underlined words are colors that can be changed to accommodate the colors of the actual school supplies being used as props.)

Sama: Salut, Aminata!

Aminata: Salut, Sama.

Sama: Qu'est-ce que tu cherches?

Aminata: Un moment. [She looks at her list.] Un crayon....

Sama: Un crayon. [He says this while handing it to her.]

Aminata: Un cahier rouge et un cahier bleu..

Sama: Deux cahiers, un rouge et un bleu. [He hands her these two items.]

Aminata: Et une calculatrice pour les maths...

Sama: Une calculatrice pour les maths. [He hands it to her.] Quoi d'autre?

Aminata: C'est tout. Ah, non! Un livre de français, aussi!

Sama: Voilà un livre de français. [He hands it to her.]

Aminata: Merci, Sama. C'est très sympa.*

Sama: De rien. Au revoir, Aminata!

Aminata: A bientôt!

*That's very nice.

Games: Loto and Mancala

Loto e Game

I. The Game

The game *loto* shares its name from Arabic meaning *to transfer*. It is considered one of the oldest games in existence. There are many different versions of it and dozens of different The game *loto* shares its name with the French word for *lottery*. It is similar to *Bingo* where students create their own individualized game boards and use words from their vocabulary list to fill in the squares.

II. Preparing the Game for Play

1. Students design their own game boards by drawing a large square on a sheet of paper and subdividing it into a grid of 25 smaller squares. In the middle, they write the letter *G* for *gratuit*, constituting the *free space*.
2. Students randomly write a vocabulary word in each of the remaining 24 spaces. Placing words randomly increases the chances that no two game boards are alike, making it more difficult for two people to win at the same time.

3. The final preparation before play is for students to tear up little pieces of paper to use as markers for covering words during play.

III. Rules of the Game

When five vocabulary words in a row (vertically, horizontally or diagonally) are covered, this constitutes a *loto*. The first student to have a *loto* and call it out wins the game.

III. Playing the Game

1. Seeing that all students are prepared and ready to play, the teacher randomly calls out words on the vocabulary list in English, one word at a time, while students cover the French equivalent written on their game boards.
2. The teacher continues to call out words until a student yells, *loto!* The teacher confirms the win and prizes or bonus points are awarded to the winner.

1. Here is a popular version of the game. The first player scoops up all the pieces from any bin he chooses on his side, and in a counterclockwise motion, drops one piece at a time into each consecutive bin, including his own *kalaha* if he comes to it. (Note: when a player comes to his opponent's *kalaha*, he is to pass over it not placing a piece within.)

2. If a player's final piece drops into a bin that already has one or more pieces inside, he

Mancala at the contents of that bin (including the last piece he dropped) and continues circling the board dropping pieces and scooping out full bins until his final piece drops into an empty bin. This completes his turn.

I. The Game

Mancala derives its name from Arabic meaning *to transfer*. It is considered one of the oldest games in existence. There are many different versions of it and dozens of different ways to play it (Prior, 13). Throughout its history, Mancala has been played on ivory boards in the chambers of African kings. It has also been played by children who punch out their bins in dirt, using seeds for game pieces. Mancala is a popular game with people of all ages in every sector of society.

II. Preparing the Game for Play

Each pair of students requires a Mancala game board. If bought commercially, it will contain the 48 marbles for play. Game sets are typically purchased for under ten dollars each, or they can be made easily by using an egg carton, 48 lima beans, and two bowls or cups. If using a home-made game, the egg carton lids may be discarded.

III. Rules of the Game

1. The board is placed horizontally between two opponents. Place 4 marbles or beans in each of the 12 holes, called *bins*. On a standard commercially-sold game board, there is already a bowl at each end, called a *kalaha*. If using an egg carton, place a bowl (*kalaha*) near the right hand of each player, beside the carton. In it, game pieces are collected for the win.
2. Some games are sold containing marbles of many colors. The colors are not important. The placement of the marbles or beans is what will determine who moves which piece. The players can move any of the pieces out of their bins on their side of the board.
3. The object of the game is to have the most pieces collected in your *kalaha*.

IV. Playing the Game

1. Here is a popular version of the game. The first player scoops up all the pieces from any bin he chooses on his side, and in a counterclockwise motion, drops one piece at a time into each consecutive bin, *including* his own *kalaha* if he comes to it. (Note: when a player comes to his opponent's *kalaha*, he is to pass over it not placing a piece within.)
2. If a player's final piece drops into a bin that already has one or more pieces inside, he

scoops out the contents of that bin (including the last piece he dropped) and continues circling the board dropping pieces and scooping out full bins until his final piece drops into an empty bin. This completes his turn.

Dern, Mary, ed. La Diversité en Afrique Francophone. Roanoke, VA: Gessler, 1991.

3. The player's opponent answers by scooping out the contents of a bin on his side, dropping a piece in each bin and in his own kalaha along the way (avoiding his partner's kalaha) until he come to an empty bin, placing his last piece inside.

4. The game continues in this fashion until all the pieces have been distributed into the two kalahas. The player with the most pieces wins.

Chapter Five Bibliography

Dern, Mary, ed. *La Diversité en Afrique Francophone*. Roanoke, VA: Gessler, 1991.

Chapter Six

Dinner with the Family



Teacher Materials Needed:

Crushed paper for

Timeline for development of the family

Additional development of the family members' names

Explanation of words and phrases for not students

VOCABULARY

In French:

à la maison

à l'école

à la maison

à la maison

à la maison

Chapter Six: Dinner with the Family

Lesson Overview:

Suggested Length: Two and a Half Class Periods

Cultural Theme: Family Relationships and Common Foods

Language Application: Family Members, Food Items, Possessive

Adjectives, and Dinner Table Conversation

Chapter Six

Lesson Objectives:

Students learn about the traditional family, names of family members, basic dinner table conversation, and popular foods.

Dinner with the Family

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.1.2, 1.1.4, 1.1.6, 1.1.7, 1.2.4, 1.2.6, 1.3.1, 1.3.4, 1.3.5, 1.3.6, 1.4.1, 1.4.3, 1.4.4, 1.4.5, 1.5.1, 1.6.3, 1.8.2, 1.9.1, 1.10.4, 1.11.1, 1.11.2 (See appendix.)

Extra Teacher Preparation:

1. Make a Thermo Fax transparency of *La Famille Manga* (Dern, 61).
2. With a marker and an additional transparency, prepare a transparency of the family names to be placed on top of the family. Focus on the little girl in the center of the picture on the bottom row. Everyone else will be mentioned in relation to her. Write down her name, *Aïssa*. Now write down the names of the other family members. The order of the others starting with the top row are: *mon grand-père, Vincent*; on the left and *mon oncle, Hassan*; on the right. The second row begins with: *ma grand-mère, Sophie*; *ma mère, Nathalie*; *ma tante, Mariama*; and *ma cousine, Claudine*. On the bottom row is *moi, Aïssa*; *mon frère, Daniel*; and *le bébé, Tabi*.



Teacher Materials Needed:

Overhead projector

Thermo fax transparencies of the family

Additional transparency of the family members' names

Duplicates of worksheets and quizzes for all students

VOCABULARY

La Famille:

les parents

le père

la mère

le frère

le grand-père

la grand-mère

l'oncle

la tante

Chapter Six: Dinner with the Family

Lesson Overview:

Suggested Length: Two and a Half Class Periods

Cultural Theme: Family Relationships and Common Foods

Language Application: Family Members, Food Items, Possessive Adjectives, and Dinner Table Conversation

Lesson Objectives:

Students learn about the traditional family, names of family members, basic dinner table conversation, and popular food items.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.1.2, 1.1.4, 1.1.6, 1.1.7, 1.2.4, 1.2.6, 1.3.1, 1.3.4, 1.3.5, 1.3.6, 1.4.1, 1.4.3, 1.4.4, 1.4.5, 1.5.1, 1.6.3, 1.8.2, 1.9.1, 1.10.4, 1.11.1, 1.11.2 (See appendix.)

Extra Teacher Preparation:

1. Make a Thermo Fax transparency of *La Famille Manga* (Dern, 61).
2. With a marker and an additional transparency, prepare a transparency of the family names to be placed on top of the family. Focus on the little girl in the center of the picture on the bottom row. Everyone else will be mentioned in relation to her. Write down her name, *Aïssa*. Now write down the names of the other family members. The order of the others starting with the top row are: *mon grand-père, Vincent*; on the left and *mon oncle, Hassan*; on the right. The second row begins with: *ma grand-mère, Sophie*; *ma mère, Nathalie*; *ma tante, Mariama*; and *ma cousine, Claudine*. On the bottom row is *moi, Aïssa*; *mon frère, Daniel*; and *le bébé, Tabi*.

Teacher Materials Needed:

Overhead projector

Thermo fax transparencies of the family

Additional transparency of the family members' names

Duplicates of worksheets and quizzes for all students

VOCABULARY

La Famille:

les parents

le père

la mère

le frère

le grand-père

la grand-mère

l'oncle

la tante

la soeur
les grands-parents
le bébé

le cousin
la cousine

La Nourriture Populaire:

le fufou
le poulet
la sauce arachide
l'avocat
le mango
la banane

l'ananas
la viande
le poisson
le pain
le fromage
les frites

Language Functions (Expressions de Table):

A table
J'ai faim/J'ai soif
Mangez/Buvez
Passez-moi _____ s'il vous plait
Excusez-moi
C'est tout, merci
mon/ma/mes

Cultural Background Information for Teachers Regarding the Family:

It is not uncommon in Cameroon for extended family members to live under the same roof. When visiting someone's home it is possible to meet the grandparents, aunts, uncles, cousins and other family members living there, too. Cameroonians consider it their familial responsibility to take care of their relatives. Often, the wealthier a person becomes, the bigger the house and the greater number of relatives that move in and share it (Collins, 17).

Wealth is not the only factor that determines a person's dwelling place. Whether in the city, the country, the wetlands of the south or in the north where the air is dry, the styles of houses differ greatly from each other. In northern Cameroon, the majority of rural dwellers live in a series of round buildings adjacent to one another called boucarous (*booca-roos*). Each boucarou is made of dried mud with thatch for a roof. These little shelters are grouped together constituting a "house". One building might contain a dried mud pit for cooking (the kitchen), another would be outfitted with furniture (the living room) and a third would house a flat bunk area topped with blankets for sleeping (the bedroom). Sometimes there are other boucarous in the cluster which might be used to house extended family members.

In contrast to the arid north, the rainy south is so wet that it would be impractical to build

houses made from dried mud. A majority of country dwellers in the southern, rainy regions live in wood houses topped with corrugated tin roofs which allow for easy drainage of rainwater. The rain yields a plentiful harvest, providing not only healthier diets for people and livestock, but an abundance of trees for lumber as building materials.

The city provides a greater number of housing choices, in contrast to what is found in the poorer rural areas. Many urban dwellers live in apartments or rent rooms in houses with their family members. Some own their residences, while others live in the city for reasons of employment or to seek better educational opportunities.

Cultural Background Information for Teachers Regarding Popular Foods:

Most of the food items on the vocabulary list are common foods eaten not only in Cameroon, but in many equatorial regions in the world. Mangoes, bananas, pineapples and avocados all abound in tropical climates, and are sold on the streets of Cameroon to be consumed as part of the daily diet. As for meat, in southern Cameroon, fish is more prevalent and is sold at local markets, along with chicken and occasionally beef. However, beef is more plentiful in the arid north, where cattle graze on the wide, open stretches of plains.

Peanut sauce, or *la sauce arachide*, is made primarily from peanut butter or mashed peanuts, with hot peppers, peanut or palm oil, garlic, onions and tomatoes added. Sometimes other vegetables are part of the ingredients. This sauce can be served with beef or fish, but is most commonly served with chicken, either on the side, or mixed with the chicken. It is commonly eaten over a bed of rice.

Foufou (which has other spellings like *fufu* or *foofoo* and is sometimes called *foutou* in other areas of Africa) is usually made from boiled and mashed plantains, but can also be made from rice or corn flour, or cocoyams and cassava (two tubers eaten in Cameroon.) In her book, *Auntie Kate's Cookery Book*, the author, Mrs. K. E. Idowu describes how to carefully prepare pounded foufou. Although there are recipes from her book included at the end of this chapter, here are some of her hints for preparing foufou. On page 91, she writes:

Useful Hits for Preparing Foofoo:

1. The food must be steaming hot (directly from heat) when pounded.
2. Pound a piece at a time crushing thoroughly until free from lumps.
3. Pound quickly but firmly.
4. Avoid pounding overcooked or undercooked foods.
5. Cassava foofoo dough is very elastic, while plantain foofoo has a tendency to be stiff and hard, but Irish potato and new yam foofoo tend to crumble as they lack the characteristic of elasticity.
6. Some elasticity can be lost from pounded foofoo if hot water is added earlier,

Day One e.g. before the crushed food is moulded into a solid lump.

N.B. If food is allowed to cool down before pounding, elasticity will be greater, but more energy and time is required for good results.

Foufou, which looks similar to rolls, is usually eaten warm and can provide the necessary grains for a healthy diet when made from rice or corn flour.

As for other food items on the list, some of them, like cheese and fries (*frites*) became popular in the twentieth century as Western culture infiltrated Cameroon. Although fries are often eaten with ketchup in North America, in Cameroon they are served with mustard and are orange in color, having been deep-fried in rich, unrefined palm oil.

Day One Lesson Implementation, Part One:

1. Begin by sharing with students the information contained in the *Cultural Background Information Regarding the Family*. Discuss living situations in the United States comparing them with those in Cameroon.
2. Put the names of family members on the board while students copy down their meanings in English. They may be able to guess what some of them mean since several are cognates.
3. Place on the overhead the transparency, *La Famille Manga* (Dern, 61). Tell students that what they are looking at is a household of extended family members who live together in a city residence. Explain that much of the clothing they are wearing is more commonly found in urban society, since many country dwellers would tend to not wear fashions popularized in the Western world. They are more concerned with the demands of daily survival than whether they are dressed in a fashionable way.
4. Point out Aïssa on the bottom row and share with students that all the family relationships will be determined from her perspective. Point to individual family members and say *grand-père* or *mère*.
5. Now, juxtapose the transparency of the family names over the picture of the family, and have students take a good look at how people are related to each other.
6. Additional items to discuss in the picture are the background (point out the corrugated roof and the banana plant) and also the fact this happens to be a Christian family. Ask the class if they can find the clue that shows that they are Christian: they may note the cross Aïssa's mother is wearing around her neck.
7. Keeping both transparencies displayed, pass out the worksheet *La Famille*. Have students complete it while using the information on the overhead as a reference. Collect it for a grade.

Day One Lesson Implementation, Part Two:

1. Pass out the vocabulary sheet for this chapter and have students fill in the top part of it, as they already know the family member names in French.
2. Ask students if they can guess the meanings of some of the popular food items located in the second section of the vocabulary list. Confirm their answers while they write down in English what these foods are. Some of the remaining words will be unfamiliar to them, so take time to explain *la sauce arachide* and *foufou*. For definitions of these items, refer to the section in this chapter called, *Cultural Background Information Regarding Popular Foods*.
3. To your discretion, inform students that next class period they will have the opportunity to try some popular Cameroonian foods.
4. Share with students the meanings of the rest of the vocabulary words, including the table expressions. Let them know that next class time they will be responsible for knowing what all the vocabulary words mean.
5. Close the lesson today with a game of loto using the words from the vocabulary sections, *La Famille* and *La Nourriture Populaire* on the vocabulary list. Play a few rounds.

Lesson Closure and Evaluation:

1. Review the vocabulary words and assign homework, if desired. You could have them rewrite their vocabulary lists twice with both the French and English meanings, or choose to have them draw pictures of a given number of foods on the list and label them in French.
2. Remind students that during the first half of class next time they will have a quiz over the family members.

Day Two Lesson Implementation, Part One:

1. Place the transparency *La Famille Manga* on the overhead. Review the vocabulary by pointing to various family members and calling on individual students to say who they are in relation to Aïssa.
2. Pass back the worksheet, *La Famille* and go over it by calling on student volunteers to write their answers in the board.
3. For the quiz, have students take out a sheet of paper and number from one to five. As they are doing that, with an overhead marker, write numbers next to the heads of 5

members of the Manga family that you want students to label, in relation to Aïssa. For example, you may choose to put a *l* next to Vincent. So, on their papers, students would write *grand-père*. This type of quiz is a quick and effective way to check students' understanding of vocabulary. Collect their work.

Day Two Lesson Implementation, Part Two:

1. Pass out the dialogue, *A Table avec la Famille Manga*. Read each line while students repeat after you. Check for understanding.
2. Place students in groups to act out the dialogue. Before they begin to practice, call on enough volunteers to read the dialogue through and act it out for everyone to see what it looks like. You may choose to have students seated at the table with the food that they are actually eating today. You may also want to change the vocabulary in the dialogue to include some of the actual food items that are on the table.

Evaluation:

Take participation grades and let students know that the next class period they will be quizzed over the language in the dialogue plus the foods.

Day Two Lesson Implementation, Part Three:

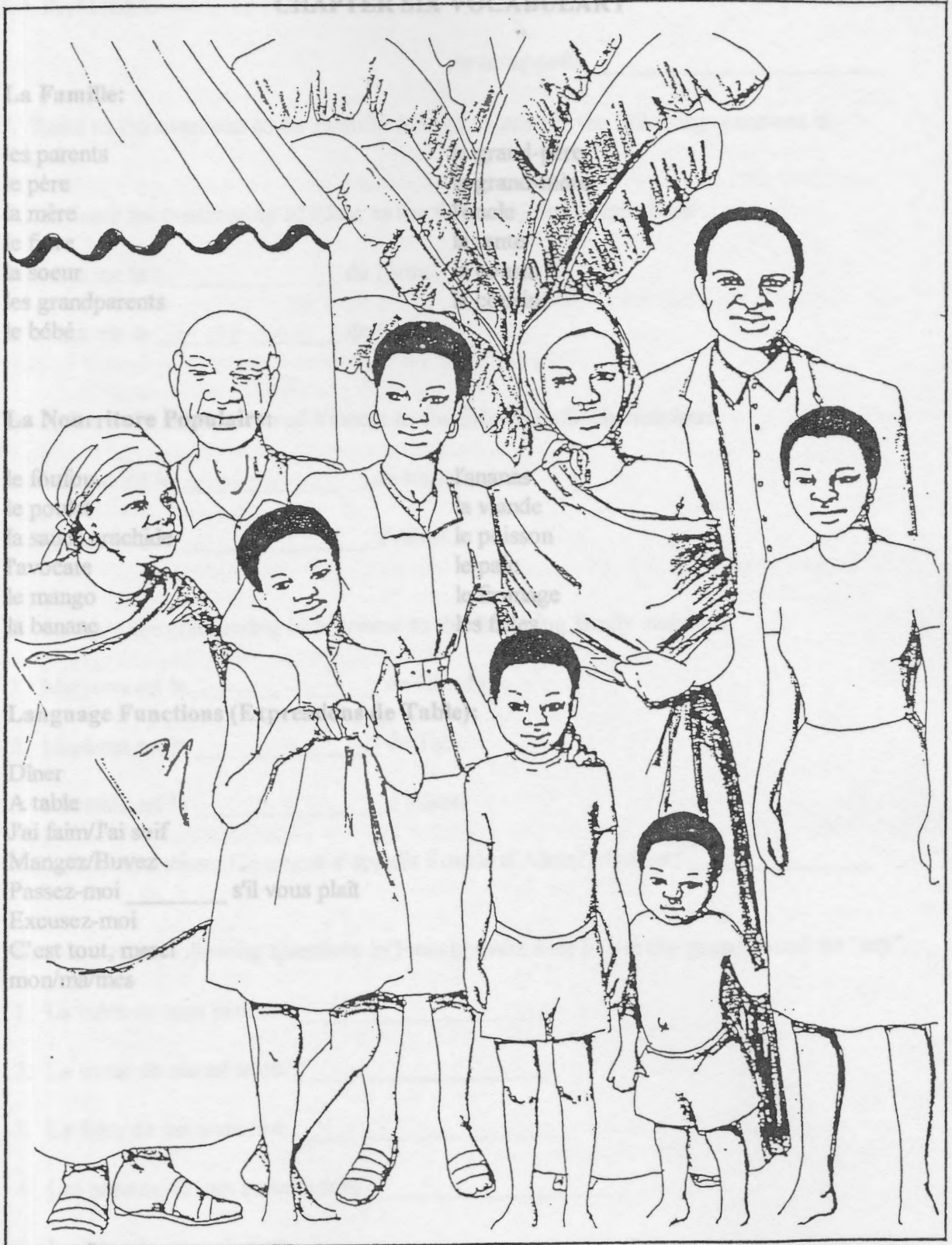
1. Put the word *Mancala* on the board. If you have been collecting egg cartons, hold one up and let students know that today they will put them to good use. Share with students the rules on how to play mancala and how to transform an egg carton into a game board (refer to the section at the end of Chapter Five, *Games: Loto and Mancala*.)
2. After sharing with students the rules and history of the game, demonstrate how to play it with a volunteer. Take a few turns at it. Let students know that after they eat they are going to get with a partner, retrieve an egg carton, two Dixie cups with beans, place the beans in the carton, and get started playing.
3. Now introduce students to the food that you brought in today. If you brought in fresh fruit for them to try, describe what they will be eating. It is possible that the only pineapple some students have ever eaten is from a can, or that very few have tried a mango. If you used the recipe for *Chicken and Groundnut Stew* or have fried plantains to heat up, describe to students the ingredients and how you prepared the food. Perhaps you will choose to fry up plantains in the classroom using vegetable oil and an electric deep-fryer.
4. Place students at tables and have them use the vocabulary from this chapter while passing items around the table. Remind them to be polite and to use the courtesy words they learned in earlier chapters. They should comment on the food in French!

Evaluation and Closure:

Remind students that they have a quiz next class period over the final two thirds of the vocabulary. For a quick quiz you could list the vocabulary words on the overhead in French ahead of time, and say five or ten of them in English while students write down the French equivalents.

For today, finish with a few rounds of mancala.





Je m'appelle _____

La Famille:

I. Refer to the overhead of *La Famille Manga* to answer the following questions in

les parents	le grand-père
le père	la grand-mère
la mère	l'oncle
le frère	la tante
la soeur	le cousin
les grandparents	la cousine
le bébé	

La Nourriture Populaire:

le fufou	l'ananas
le poulet	la viande
la sauce arachide	le poisson
l'avocate	le pain
le mango	le fromage
la banane	les frites

Language Functions (Expressions de Table):

Dîner

A table

J'ai faim/J'ai soif

Mangez/Bovez

Passez-moi _____ s'il vous plaît

Excusez-moi

C'est tout, merci

mon/ma/mes

1. La mère de mon père est _____

2. La soeur de ma mère est _____

3. Le frère de ma soeur est _____

4. Les parents de mes parents sont _____

5. Le frère de mon père est _____

LA FAMILLE

Je m'appelle _____

Nom _____

I. Refer to the overhead of *La Famille Manga* to answer the following questions in French.

(The Manga family is just getting ready to sit down to dinner. Sophie and Mariama are

A. Indicate the relationship of Aïssa to the following family members. (the table.)

1. Aïssa est la _____ de Daniel.

(Everyone comes to the table except Tabi, who ate earlier and is now in bed.)

2. Aïssa est la _____ de Claudine

Aïssa: Grand-père, passez-moi les frites, s'il vous plaît.

(Vincent passes the fries to Aïssa.)

B. Indicate the relationship of Vincent to the following family members.

Daniel: Oui, Grand-mère. Maman*, du fufou.

1. Vincent est le _____ de Nathalie.

Daniel: Merci, Maman.

2. Vincent est le _____ d'Aïssa.

(After a while, everyone finishes eating. Hassan is the first to excuse himself.)

Hassan: Excusez-moi.

C. Indicate the relationship of Mariama to the following family members.

Mariama: Un peu de fromage, Hassan?*

1. Mariama est la _____ de Claudine.

Aïssa: C'est un très bon dîner. C'est tout pour moi, aussi.

2. Mariama est la _____ de Tabi.

3. Mariama est la _____ d'Aïssa.

*Maman is the word for Mom

Additional Question: Comment s'appelle l'oncle d'Aïssa? Answer: _____

II. Answer the following questions in French; make sure to use the proper word for "my".

1. La mère de mon père est _____.

2. La soeur de ma mère est _____.

3. Le frère de ma soeur est _____.

4. Les parents de mes parents sont _____.

5. Le frère de mon père est _____.

Dialogue: A Table avec la Famille Manga

An excellent and easy recipe for chicken prepared in peanut sauce can be found in the book, *Kwanzaa: An African-American Celebration of Culture and Cooking*, on pages 120, and 121. Often "peanuts" are referred to as "groundnuts". Here is the recipe:

(The Manga family is just getting ready to sit down to dinner. Sophie and Mariama are busy bringing food from the kitchen while Nathalie calls everyone to the table.)

Chicken and Groundnut Stew

Nathalie: **A table!**

(Everyone comes to the table except Tabi, who ate earlier and is now in bed.)

Vincent: **J'ai faim et j'ai soif.**

Aïssa: **Grand-père, passez-moi les frites, s'il vous plaît.**

(Vincent passes the fries to Aïssa.)

Sophie: **Aïssa, Daniel, mangez de la poulet et de la sauce arachide.**

Daniel: **Oui, Grand-mère. Maman*, du fufou.**

(Nathalie passes the fufou to Daniel.)

Daniel: **Merci, Maman.**

Claudine: **Mangez!**

(After a while, everyone finishes eating. Hassan is the first to excuse himself.)

Hassan: **Excusez-moi.**

(Hassan stands up.)

Mariama: **Un peu de fromage, Hassan?****

Hassan: **Non. C'est tout, merci.**

Aïssa: **C'est un très bon dîner. C'est tout pour moi, aussi.**

Daniel: **Et moi!**

1. Heat the oil in a 5-quart Dutch oven. In batches, add the chicken and cook over medium-high heat, turning often, until browned on all sides, about 6 minutes per batch.

**Maman* is the word for *Mom* and set aside.

***Un peu de* means *A little bit of*

2. Add the onions to the Dutch oven and cook, stirring until lightly browned, about 5 minutes. Then add the garlic, curry powder, thyme, bay leaves, salt and cayenne. Stir for 1 minute, and then stir in the chicken broth and tomato sauce.

3. Return the chicken thighs to the Dutch oven and bring to a simmer. Reduce the heat to

medium-low, cover tightly, and simmer until the chicken shows no sign of pink at the bone when prodded with the tip of a sharp knife, about 45 minutes.

4. In a small bowl, blend the peanut butter with about 1 cup of the cooking liquid. Stir this mixture back into the sauce, and cook until heated through, about 2 minutes. Serve immediately.

Chapter Six: Recipes

From her book, *Auntie Kate's Cookery Book*, on page 106, Cameroonian national, Mrs. K. E. Idowu includes the recipe for Fried, Ripe Plantains. She suggests serving them in a An excellent and easy recipe for chicken prepared in a peanut sauce can be found in the book, *Kwanzaa: An African-American Celebration of Culture and Cooking*, on pages 120, and 121. Often "peanuts" are referred to as "groundnuts". Here is the recipe:

Fried Ripe Plantains (Dodo)

Ingredients: Chicken and Groundnut Stew

Ingredients:

- 2 tablespoons olive oil or groundnut oil ($\frac{1}{2}$ cup)
- 9 chicken thighs (about 3 pounds)
- 2 medium onions, chopped
- 2 garlic cloves, minced
- 1 teaspoon curry powder
- $\frac{1}{2}$ teaspoon dried thyme
- 2 bay leaves
- $\frac{1}{2}$ teaspoon salt
- $\frac{1}{4}$ teaspoon cayenne pepper, or to taste
- 3 cups chicken broth, homemade or canned
- 2 (8-ounce) cans tomato sauce
- $\frac{1}{4}$ cup unsalted sugarless peanut butter (available at natural foods markets)

Method:

1. Heat the oil in a 5-quart Dutch oven. In batches, add the chicken and cook over medium-high heat, turning often, until browned on all sides, about 6 minutes per batch. Transfer the chicken to a plate and set aside.
2. Add the onions to the Dutch oven and cook, stirring until lightly browned, about 5 minutes. Then add the garlic, curry powder, thyme, bay leaves, salt and cayenne. Stir for 1 minute, and then stir in the chicken broth and tomato sauce.
3. Return the chicken thighs to the Dutch oven and bring to a simmer. Reduce the heat to medium-low, cover tightly, and simmer until the chicken shows no sign of pink at the bone when prodded with the tip or a sharp knife, about 45 minutes.
4. In a small bowl, blend the peanut butter with about 1 cup of the cooking liquid. Stir this mixture back into the sauce, and cook until heated through, about 2 minutes. Serve immediately.

Ingredients:

- 4 cups water

1 1/4 cups Cream of Wheat

From her book, *Auntie Kate's Cookery Book*, on page 106, Cameroonian national, Mrs. K. E. Idowu includes the recipe for Fried, Ripe Plantains. She suggests serving them in a pepper sauce, though they are just as often not prepared spicy. Here is her recipe:

Method:

1. In a small saucepan, bring 2 cups water to a boil over high heat. Reduce heat to low.

Ingredients: 2-4 ripe plantains, 1 tsp. salt, 125 ml good quality palm oil or groundnut oil (1/2 cup)

Method: 4. Add margarine and salt and stir until margarine is melted. Continue to cook, stirring

1. Wash plantains (if necessary), peel, top and tail.
2. Slice across slantingly into pieces about 1/2 centimetre thick.
3. Sprinkle salt over and spread evenly.
4. Heat oil in a frying pan and fry slices until both sides are evenly brown, remove and drain.

5. Serve warm with pepper sauce or fried egg.

N.B. If very ripe plantains (not over-ripe) are used:

- a) cut slices slightly thicker;
- b) fry in good quality palm oil;
- c) press with back of spoon when brown for dodo to absorb the rich oil.
- d) Serve with moi-moi or pepper sauce, etc.

From the children's book, *Cooking the African Way*, there is a simple recipe for making fufu (foufou), which is considered a "West African staple." Cameroon, located next to Nigeria, is technically on the border with West Africa. Cameroonians also considers fufu to be an extremely important food item. Here is a recipe that's easy to make:

Fufu (West Africa)

Fufu is a West African Staple that is eaten with soups and stews. This is an Americanized version of fufu. To give your fufu a more authentic flavor, try leaving out the margarine and the salt.

Ingredients:

4 cups water

1¼ cups Cream of Wheat

1 cup potato flakes

1 tablespoon margarine (optional)

1/8 teaspoon salt (optional)

Peace Corps of the United States, 1993.

Method:

1. In a small saucepan, bring 2 cups water to a boil over medium heat. Reduce heat to low.
2. In a large saucepan, bring 2 cups water to a boil over high heat. Reduce heat to medium and add Cream of Wheat ¼ cup at a time, stirring constantly. Add tablespoons of hot water from the other pan when mixture gets too thick to stir.
3. Add potato flakes ¼ cup at a time, stirring constantly and, when necessary, adding hot water.
4. Add margarine and salt and stir until margarine is melted. Continue to cook, stirring vigorously, until fufu pulls away from the sides of the pan and forms a ball.
5. Form fufu into cup-sized balls and place on plates or in bowls.

Makes about 3 cups fufu

Chapter Six Bibliography

Collins, H. Thomas, Christopher Majeske. *Destination: Cameroon*. Washington, DC: Peace Corps of the United States, 1993.

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Prior, Jennifer. *The Games of Africa*. U.S.A.: Harper Festival, 1994.

Professions and Role Playing



Chapter Seven: Professions and Role Playing

Lesson Overview:

Suggested Length: One class period

Cultural Theme: Situational role playing as citizens of Cameroon

Language Focus: Discussing professions

Cultural Lesson Objectives:

Students complete the unit by participating in a role-playing game where they vicariously experience Cameroonian society as individual members within it. Students come to understand the daily difficulties many Cameroonians face due to challenging living conditions; a lack of competitive health care technology; and other factors contributing to maintaining Cameroon's Third World status.

Language Lesson Objectives:

Students utilize old and new vocabulary while they engage in the simulation activity.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.2.6, 1.3.1, 1.3.6, 1.4.5, 1.5.1, 1.6.1, 1.9.1, 1.9.2, 1.11.1 (See appendix.)

Extra Teacher Preparations:

1. Refer to the section in this chapter titled *Identity Cards and Identity Cards*. Prepare enough 3x5 cards to outfit each pair of students in the classroom.
2. Have a large enough candy supply to reward students' work generously.

Teacher Materials Needed:

1. Vocabulary sheets for each student.
2. Both an identity card and a situation card for each pair of students.
3. Copies of the *Simulation Activity Worksheet* for each student.
4. Copies of the *Final Questionnaire* for each student.
5. Copies of the *Professions Wordsearch* for each student.
6. Rewards to administer to students both after the activity and at the end of class.

VOCABULARY

Les Professions:

Tailleur

Guide (de Tourisme)

Mécanicien/Mécanicienne



Chapter Seven: Professions and Role Playing

Lesson Overview:

Suggested Length: One class period

Cultural Theme: Situational role playing as citizens of Cameroon

Language Focus: Discussing professions

Cultural Lesson Objectives:

Students complete the unit by participating in a role-playing game where they vicariously experience Cameroonian society as individual members within it. Students come to understand the daily difficulties many Cameroonians face due to challenging living conditions; a lack of educational opportunity, secure financial means, competitive health care technology, and other factors contributing to maintaining Cameroon's Third World status.

Language Lesson Objectives:

Students utilize old and new vocabulary while they engage in the simulation activity.

Indiana Academic Standards for Foreign Languages:

This lesson satisfies the following standards: 1.1.1, 1.2.6, 1.3.1, 1.3.6, 1.4.5, 1.5.1, 1.6.1, 1.9.1, 1.9.2, 1.11.1 (See appendix.)

Extra Teacher Preparations:

1. Refer to the section in this chapter, *Situation Cards and Identity Cards*. Prepare enough 3x5 cards to outfit each pair of students in the classroom.
2. Have a large enough candy supply to reward students' work generously.

Teacher Materials Needed:

1. Vocabulary sheets for each student.
2. Both an identity card and a situation card for each pair of students.
3. Copies of the *Simulation Activity Worksheet* for each student.
4. Copies of the *Final Questionnaire* for each student.
5. Copies of the *Professions Wordsearch* for each student.
6. Rewards to administer to students both after the activity and at the end of class.

VOCABULARY

Les Professions:

Tailleur
Guide (de Tourisme)
Mécanicien/Mécanicienne

Musicien/Musicienne
 Vendeur/Vendeuse
 Infirmier/Infirmière
 Ouvrier/Ouvrière
 Cuisinier/Cuisinière
 Médecin
 Artiste
 Fon
 Ingénieur
 Professeur
 Gendarme
 Chauffeur

Additional Vocabulary Words:

Avec
 Sans
 Pas de
 Où
 Et
 Dans

Language Functions:

Qu'est-ce que ton père fait comme travail?
 Qu'est-ce que ta mère fait comme travail?
 Il est.....
 Elle est.....
 Il n'a pas de travail.
 Elle n'a pas de travail.

Background Information for Teachers:

Cameroon is not unlike other African countries where living conditions can be harsh and unpredictable. The population of those below the poverty line is an estimated 40% of all its citizens (Microsoft). Out of need, many parents encourage their children to sell goods on the street or work in factories to bolster family income, rather than to attend school. These choices contribute to perpetuating future generations who will remain in the same impoverished state. A few of these children will rise above their family plights, but a greater number will retain the social and economic status handed to them by their parents.

Not all Cameroonian children live in poverty. After finishing high school, some enroll in a trade school or university. A popular choice is the *Université de Yaoundé*, located just outside the nation's capital. The university offers a wide variety of subjects and is within

walking distance for those who live in the city. The courses are generally taught in French, as Yaoundé is situated in the Francophone sector. For English-speakers, the University of Buea, located in the higher, mountainous region of the country, is a growing university that attracts many students, including some from neighboring Nigeria. Although university tuition in Cameroon is reasonable, the employment opportunities are scarce, even for those with a college degree. Like many African countries, Cameroon struggles with a high unemployment rate, estimated at 30% in 1998 (Microsoft). Out of necessity, there are large numbers of people who accept work anywhere they can find it.

Day One Lesson Implementation, Part Three:

Day One Lesson Implementation, Part One:

1. Explain to students the simulation activity that they will be engaging in (refer to the

1. Begin by conducting an open discussion regarding the differences of Cameroonian daily life compared to life in the United States (for greater information, refer to the section in this chapter, *Background Information for Teachers*.) Write feedback on the board.

French with the cooperation of their classmates.

2. Now write the word *reward* on the board and discuss what it means. Some students might connect a reward with a positive deed. Others might compare rewards to allowances; they do their chores and in turn receive a financial reward.

3. Ask students if they think a reward is earned; if you demonstrate a good deed should you expect a reward? How would students feel if they cleaned their bedrooms and did all their chores but received no money for it? Would they continue doing the work?

4. Segue into talking about the workforce in Cameroon, explaining that good job opportunities are hard to find. Many educated people accept employment below their desired income, often working in positions below their educational status. Are students also aware that there is a good number of hardworking people who do not know when or if they are going to be paid but work anyway? Universities are notorious for not paying their professors, and some teachers teach for months without receiving a paycheck. How do students feel about this?

5. Continue an open discussion. Talk about opportunities in the workforce verses lack thereof; right and wrong regarding wages and payment. Ask students if they think Cameroonians really have other choices but choose to remain in low-paying jobs with questionable earnings.

6. Share with students that today they will gain a better understanding of what life is like in Cameroon with regard to working opportunities, through engaging in an exercise that will allow them to act the part of Cameroonian citizens. But first, they will learn in French the names of several professions.

completed. At the beginning of the next class period you may choose to hold an open classroom discussion regarding students' input on the

Day One Lesson Implementation, Part Two:

1. Pass out the vocabulary sheet and have students focus on the section, *Les Professions*.

Share with them what the professions mean and have them write down the English translations. Point out the feminine spellings; how some words change according to gender. Make sure to pronounce the words several times while students repeat after you.

2. Share with students the meanings of the rest of the vocabulary words. Have students repeat the correct French pronunciations after you. Inform them that they will need their vocabulary sheets for this upcoming exercise.

Guide (de Tourisme)

Day One Lesson Implementation, Part Three:

Musicien/Musicienne

1. Explain to students the simulation activity that they will be engaging in (refer to the page in this chapter called, *Rules of the Simulation Exercise*.)

Ouvrier/Ouvrière

2. Pass out the activity sheet, *Simulation Activity Sheet*. Students are to complete it in French with the cooperation of their classmates.

Artiste

3. Students are to engage in the simulation activity and concurrently complete the activity sheet.

Professeur

4. Upon completion as students are handing in their activity sheets, assure them that their reward amounts have nothing to do with their performance in class, but are representative of the status they randomly acquired while engaging in the simulation activity.

Additional Vocabulary Words:

5. Pass out the final questionnaires to students as they are handing in their activity sheets.

Avec

6. As the questionnaires are being turned in, hand students a copy of the *Professions Wordsearch*. Students are to complete it with their partners.

Où

7. For those who are finished with the wordsearches, have them review with their partners the professions for a quiz.

Final Wrap-up and Evaluation:

1. Administer the quiz, *Les Professions*. As students finish, have them get together with a partner and play a few rounds of mancala until the end of the class period.

Il est.....

2. As desired, assess students' participation in the simulation activity, as well as the quality of the worksheets they handed in.

Elle n'a pas de travail.

3. The unit on Cameroon is now completed. At the beginning of the next class period you may choose to hold an open classroom discussion regarding students' input on the final questionnaire.

CHAPTER SEVEN VOCABULARY LIST

I. The Object of the Exercise

Les Professions:

Through role-playing, students vicariously experience Cameroonian society as individual
Tailleur within it. They assume identities of randomly selected individuals along with
Guide (de Tourisme) the goal being to enable students to empathize and relate to their
Mécanicien/Mécanicienne predicaments, reflective of the instability of life in Cameroon.
Musicien/Musicienne situations with one another, often in French using a comprehensive
Vendeur/Vendeuse growing throughout this unit. Finally, students are given a reward by
Infirmier/Infirmière ents that reflect the status they have adopted in the simulation game.

Ouvrier/Ouvrière

Cuisinier/Cuisinière

Médecin

Artiste

Fon ents work together in pairs (if necessary, a third person can be added to an already

Ingénieur air) to discuss and play-out their new roles.

Professeur

Gendarme member from each pair randomly selects from the teacher a *Carte d'Identité*

Chauffeur Card) and shares it with his/her partner. (Refer to the section in this chapter
called, *Situation Cards and Identity Cards* for instructions on how to prepare cards in

Additional Vocabulary Words:

Avec dent pairs discuss the card as it is written in French, and begin filling out their

Sans sheets called, *Simulation Activity Worksheet*.

Pas de

Où Following the instructions printed on their worksheets, students are to approach four

Et her pairs of students and ask them, *Comment tu t'appelles?* Then they are to answer

Dans students who ask the same question of them, as well as filling in the information on
the activity sheet.

Language Functions:

4. They are to continue in the same way with the next question, asking four pairs of

Qu'est-ce que ton père fait comme travaille? *comme travaille?* Students answer by

Qu'est-ce que ta mère fait comme travaille? ne of their parent(s) profession in the blank.

Il est.....

Elle est.....filling out the first part of the activity sheet, one member from each student pair

Il n'a pas de travaille. *Situation Card* from the teacher. (As is explained in the section called,

Elle n'a pas de travaille. *Identity Cards*, the situation cards are not printed in French but in
English since the language used is more advanced.)

6. Student pairs discuss with each other their living situations and answer most of the
remaining questions on their activity sheets.

7. Students approach the teacher to select a *Situation Card* that reflects the nature of their economic status, as is described on the situation cards. After doing so, they are to finish filling out their activity sheets and turn them in for a grade.

I. The Object of the Exercise

Through role-playing, students vicariously experience Cameroonian society as individual members within it. They assume identities of randomly selected individuals along with their living situations; the goal being to enable students to empathize and relate to their characters' own precarious predicaments, reflective of the instability of life in Cameroon. Students discuss their situations with one another, often in French using a comprehensive vocabulary that has growing throughout this unit. Finally, students are given a reward by the teacher in amounts that reflect the status they have adopted in the simulation game.

II. Engaging in the Activity

Students work together in pairs (if necessary, a third person can be added to an already existing pair) to discuss and play-out their new roles.

1. One member from each pair randomly selects from the teacher a *Carte d'Identité* (Identity Card) and shares it with his/her partner. (Refer to the section in this chapter called, *Situation Cards and Identity Cards* for instructions on how to prepare cards in advance.)
2. Student pairs discuss the card as it is written in French, and begin filling out their worksheets called, *Simulation Activity Worksheet*.
3. Following the instructions printed on their worksheets, students are to approach four other pairs of students and ask them, *Comment tu t'appelles?* Then they are to answer other students who ask the same question of them, as well as filling in the information on the activity sheet.
4. They are to continue in the same way with the next question, asking four pairs of students, *Qu'est-ce que ton père/ta mère fait comme travail?* Students answer by saying, *Il/Elle est _____* and filling in the name of their parent(s) profession in the blank.
5. After filling out the first part of the activity sheet, one member from each student pair randomly selects a *Situation Card* from the teacher. (As is explained in the section called, *Situation Cards and Identity Cards*, the situation cards are not printed in French but in English since the language used is more advanced.)
6. Student pairs discuss with each other their living situations and answer most of the remaining questions on their activity sheets.

7. Students approach the teacher and receive rewards in amounts that reflect the nature of their economic status, as is described on the situation cards. After doing so, they are to finish filling out their activity sheets and turn them in for a grade.

Identity Cards

Preparation Instructions for Teachers:

Note: Each pair of students or *siblings* will need both an identity card and a situation card. It is the responsibility of the instructor to prepare these cards ahead of time, making sure that there are plenty of them.

1. On 3x5 cards, prepare as many Identity Cards as required; using the sample below, as a model. Ideally each card will be different in content, although this is not mandatory as students' situations will be different from each other, varying from pair to pair.

2. For each card, choose names (either French or Cameroonian) for students to assume, and print them on their cards. It is possible that a pair of female students be assigned male names or vice-versa. As a gender reversal may pose a problem for some students, you may wish to know ahead of time the names of students who will be paired up with each other so that you can design the Identity Cards with particular students in mind.

3. Make sure that you also choose a *Ville/Village* or write, *Campagne dans le Nord*, for example, as a general place of residence. For occupations, do not hesitate to write *Pas de Père*, for example, letting students know that theirs is a one-parent home.

4. Some students will be "well off". Perhaps you will choose to write on a few cards professional occupations for parents and have them living in a bigger city like Yaoundé or Douala. Be creative.

Here is an example of an Identity Card that you could create for a student pair:

Carte d'Identité

Nom: Jacques

Nom: Ada

Ville/Village: Yaoundé

Occupation de Père: Ingenieur sans travail

Occupation de Mère: Pas de mère

Situation Cards and Identity Cards

Identity Cards

Preparation Instructions for Teachers:

Note: Each pair of students or *siblings* will need both an identity card and a situation card. It is the responsibility of the instructor to prepare these cards ahead of time, making sure that there are plenty of them.

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3. Make sure that you also choose a *Ville/Village* or write, *Campagne dans le Nord*, for example, as a general place of residence. For occupations, do not hesitate to write *Pas de Père*, for example, letting students know that theirs is a one-parent home.

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Here is an example of an Identity Card that you could create for a student pair:

Carte d'Identité

Nom: Jacques

Nom: Ada

Ville/Village: Yaoundé

Occupation de Père: Ingénieur sans travail

Occupation de Mère: Pas de mère

Have fun creating these Situation Cards. Remember, not all students' status will be the same and they randomly pick.

Preparation Instructions for Teachers:

Rewarding Students

Note:

1. All Situation Cards are printed on 3x5 cards in English, as the information contained on them includes language that, if written in French, would be too advanced for beginning to language students to understand.
2. As with the Identity Cards, it is also possible to duplicate some of the Situation Cards, as the information on them may affect certain student pairs differently than it would other student pairs receiving the same information. However, it is advisable to invent a variety of situations to make the lesson more interesting.

3. An example of a Situation Card is given, below.

La Situation

A flash flood has washed out a wealthy neighborhood in your town (or closest town), including the hospital where all doctors and nurses work, sending them into unemployment. However, if you have a parent who is a worker or engineer, you will be living more comfortably.

Here are a few other scenarios you could print on Situation Cards:

1. Your mother is going to remarry and her fiancé is a wealthy magnate in the oil business! However, if your father is still alive, you must stay living with him.
2. A drought has swept through the northern parts of Cameroon, affecting everyone who lives there. Many have migrated into other towns farther south looking for work. If you live in the north, you are on the road and are hungry. If you live in the southern regions, you will be sharing your home with others.
3. The Fon in your town or village has just inherited a lot of money from foreign investments. If you don't live in the country, your living conditions will improve.
4. There is a new hotel being built in your town on the site of a former market. If your parents are workers, engineers, cooks, musicians, chauffeurs or tour guides, your living conditions are improving; but not if your parents are artists, vendors or tailors.
5. There has been a fire at the major marketplace where people go to shop and eat. If your parents are tailors, vendors, artists or cooks, you will now have to begin selling peanuts on the street to sustain family income. If you have a parent who is an engineer, doctor, nurse or worker, they will be making more money.

Have fun creating these Situation Cards. Remember, not all students' status will be affected by the card they randomly pick.

Nom _____

Rewarding Students

Decide which measure of reward you would like to bestow upon students. If you choose to give them chocolate, buy some smaller morsels (like Hershey's Kisses, for example) to give to students who have ended up with lower economic status, versus Snickers for students whose families are advancing economically. If their situations are unchanging, look at their Identity Cards and determine which size of candy they will receive. No matter what you use as a reward, make sure students understand that their reward amounts have nothing to do with their class performance.

After everyone has completed the Simulation Exercise, placate students by handing out more candy to everyone, especially reassuring those who have a tendency to feel slighted. Your generosity is sure to make everyone feel better about today's activities.

3. Qu'est-ce que ton père fait comme travail? (What does your father do for a living?)

4. Qu'est-ce que ta mère fait comme travail? (What does your mother do for a living?)

5. Où habites-tu? (Where do you live?)

II. Questions. Approach four other pairs of classmates and ask one of the pair members the same five questions, while your partner asks the same five questions of the other pair member. Leave blanks only if the questions do not pertain to their situations. Log their answers, below.

Pair #1:

1.

4.

2.

5.

Pair #2:

1.

4.

2.

5.

Simulation Activity Worksheet

Pair #3: Do you think Catherine has had more than she deserves as father's best friend?

1. What does she do for the school? 2. What 4. Nom _____

Directions. Choose an Identity Card first and then begin completing the worksheet.

I. Carte d'Identité. Refer to the information on the Identity Card to answer the following questions *en français!* Leave a question blank only if it does not pertain to you.

1. Comment tu t'appelles?

2. Comment s'appelle ton frère où ta soeur?

3. Qu'est-ce que ton père fait comme travail? retrieve a Situation Card and discuss the information on it. Then answer the following questions that pertain to you *in English*.

4. Qu'est-ce que ta mère fait comme travail? Now information on the Situation Card? Explain.

5. Où habites-tu? (Where do you live?)

2. Does the information on the Situation Card change any of your living circumstances

II. Questions. Approach four other pairs of classmates and ask one of the pair members the same five questions, while your partner asks the same five questions of the other pair member. Leave blanks only if the questions do not pertain to their situations. Log their answers, below.

3. Assuming this situation is real, how do these changes make you feel? Explain.

Pair #1:

1. 4.

2. 5.

IV. Use Récompense. Put your names on the back of your Identity Cards and Situation Cards, 3. and hand them in to your teacher. At this time, ask your teacher for a reward. Answer the following questions *in English*.

Pair #2: Do you understand that the size of reward you just received is in proportion to your financial status in the Simulation Activity? 4.

2. How does this make you feel? Why? 5.

3.

Pair #3: do you think Cameroonians feel when they experience an action that changes their financial status for the worst? Explain.

1. 4.

2. 5.

4. In your opinion, do people ever get used to poverty and lack of opportunity? Explain.

Pair #4:

1. 4.

5. What did you learn from this Simulation Activity? Explain.

2. 5.

3.

III. Les Situations. Either you or your partner retrieve a Situation Card and discuss the information on it. Then answer the following questions that pertain to you *in English*.

1. What was your reaction after reading the new information on the Situation Card? Explain.

2. Does the information on the Situation Card change any of your living circumstances that are printed on your Identity Card? If yes, what changes? Explain.

3. Assuming this situation is real, how do these changes make you feel? Explain.

IV. Une Récompense. Put your names on the back of your Identity Cards and Situation Cards, and hand them in to your teacher. At this time, ask your teacher for a reward. Answer the following questions *in English*.

1. Do you understand that the size of reward you just received is in proportion to your financial status in the Simulation Activity?

2. How does this make you feel? Why?

Chapter Seven Vocabulary

3. How do you think Cameroonians feel when they experience an action that changes their financial status for the worst? Explain.

Words To Find: T S T A I L L E U R A C K K Y

4. In your opinion, do people ever get used to poverty and lack of opportunity? Explain.

CHAUFFEUR E X W T G H I N F I R M I E R

CUISINIER

FON

GENDARME

GUIDE

INFIRMIER

INGENIEUR

MECANICIEN

MEDECIN

MUSICIEN

OUVRIER

PROFESSEUR

TAILLEUR

VENDEUR

VENDEUR

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Unplaced Words: R G E U Z O C E R A O F S N P

[None] X N A T I I Q R U L J U I B I

X I N L E D N I L R X A U N H

O T Q N K A E H F Y T H C B N

O F X R U E D N E V R C X B U

Answers



Play Again

<http://www.mastermakers.com/awn/games/>

1. The word "poverty" is a noun.

Chapter Seven Vocabulary

Words To Find:

ARTISTE
CHAUFFEUR
CUISINIER
FON
GENDARME
GUIDE
INFIRMIER
INGENIEUR
MECANICIEN
MEDECIN
MUSICIEN
OUVRIER
PROFESSEUR
TAILLEUR
VENDEUR

T	S	T	A	I	L	L	E	U	R	A	C	K	K	Y
N	E	I	C	I	N	A	C	E	M	D	N	R	W	F
E	X	W	T	G	H	I	N	F	I	R	M	I	E	R
P	T	J	J	U	B	A	E	M	R	A	D	N	E	G
O	R	S	Z	Q	Z	D	W	L	Q	H	L	F	R	J
U	U	O	I	Z	M	E	D	E	C	I	N	R	F	A
V	E	V	F	T	M	G	G	T	Q	M	R	E	M	U
R	I	V	E	E	R	E	R	P	U	B	U	I	F	T
I	N	C	H	K	S	A	C	S	P	H	E	N	O	Z
E	E	G	W	O	V	S	I	E	V	D	F	I	N	B

Unplaced Words:

[None]



Answers

R	G	E	U	Z	O	C	E	R	A	O	F	S	N	P
X	N	A	T	I	I	Q	R	U	L	J	U	I	B	I
X	I	N	L	E	D	N	I	L	R	X	A	U	N	H
O	T	Q	N	K	A	E	H	F	Y	T	H	C	B	N
O	F	X	R	U	E	D	N	E	V	R	C	X	B	U

Play Again

<http://www.mastermakers.com/awn/games/>

Student Evaluation Questionnaire

Answer the following questions about the Cameroon lesson unit.

1. What were some of the new things you learned about Africa? Explain.

What alterations could I make for it this unit to be better suited to my students?

2. Based on what you now know about Cameroon, would you like to visit there as a tourist someday? Explain.

3. What were some of your favorite things you did in class while studying about Cameroon? Explain.

4. Is there anything you wanted to do that you did not get to do? Explain.

Would I teach this unit again?

5. Did you enjoy learning about Cameroon? Explain.

Teacher Retrospective Questionnaire

Mastermakers. 21 Jan. 2001 <<http://www.mastermakers.com/awn/games/wordsearch/>

In which ways was this unit most productive?

Microsoft Encarta. 20 Feb. 2001 <<http://www.compufix.demon.co.uk/canweb/AboutCameroon.html>>.

Appendix

What alterations could I make for it this unit to be better suited to my students?

How could I expand on this unit to include other disciplines?

Would I teach this unit again?

Chapter Seven Bibliography

Mastermakers. 21 Jan. 2001 <<http://www.mastermakers.com/awn/games/wordsearch/generator.cgi>>.

Microsoft Encarta. 20 Feb. 2001 <<http://www.compufix.demon.co.uk/camweb/AboutCameroon.html>>.

Appendix:

Indiana Academic Standards for Foreign Languages: Level I

1.1.1 Read isolated words and phrases in **Level I** context. e.g., friends, right, yesterday.

Example: Give simple directions about a school or neighborhood. e.g., walk, left.

Level I
(Beginning Learning Stage)

Communication (related to oral written directions and information)

Example: Understand communication of directions to a nearby place by drawing a picture of a

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

Example: Read "Hello" notes and respond to classmates or friends about day, weather.

Modern Languages

Appendix:

1.1.1 Participate in brief guided conversations related to needs, interests, likes, and dislikes.

1.1.2 Understand and use appropriate forms of address. e.g., an elderly gentleman, a woman with her infant daughter.
Indiana Academic Standards for Foreign Languages: Level I

Example: Respond with an appropriate wish or comment in interpersonal situations. e.g., someone sneezes, someone is celebrating a birthday, someone is leaving on an extended trip.

1.1.3 Make introductions, presenting classmates, family members, and friends.

1.1.4 Ask and answer simple questions

Example: Ask simple questions to solve problems, e.g., not understanding an assignment not hearing a direction.

1.1.5 Make routine requests in the classroom and in public places.

Example: Ask permission to go to the restroom, to sharpen a pencil, etc.

1.1.6 Describe state of being in simple phrases.

Example: Ask and respond appropriately to questions, such as, *How are you? or How do you feel?* and *I'm fine, I'm happy, I'm hungry, I'm sleepy, I'm mad.*

1.1.7 Express basic agreement and disagreement.

Example: Agree or disagree with others' preferences with expressions such as *yes, me too, and me neither.*

Latin

1.1.8 Give and respond to oral directions, commands, and make routine requests in the classroom.

1.1.9 Understand and use appropriate forms of address.

1.1.10 Ask and answer simple questions.

Standard 2: Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

Modern Languages

Level I

Level 1

(Beginning Learning Stage)

Communication

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)

Modern Languages

1.1.1 Participate in brief guided conversations related to needs, interests, likes, and dislikes.

1.1.2 Understand and use appropriate forms of address in courtesy expressions.

Example: Greet and take leave of people appropriately, e.g., an elderly gentleman, a woman with her infant daughter, a doctor, a classmate.

Example: Respond with an appropriate wish or comment in interpersonal situations, e.g., someone sneezes, someone is celebrating a birthday, someone is leaving on an extended trip.

1.1.3 Make introductions, presenting classmates, family members, and friends.

1.1.4 Ask and answer simple questions

Example: Ask simple questions to solve problems, e.g., not understanding an assignment not hearing a direction.

1.1.5 Make routine requests in the classroom and in public places.

Example: Ask permission to go to the restroom, to sharpen a pencil, etc.

1.1.6 Describe state of being in simple phrases.

Example: Ask and respond appropriately to questions, such as, *How are you?* or *How do you feel?* and *I'm fine.*, *I'm happy.*, *I'm hungry.*, *I'm sleepy.*, *I'm mad.*

1.1.7 Express basic agreement and disagreement.

Example: Agree or disagree with others' preferences with expressions such as *yes*, *me too*, and *me neither*.

Latin

1.1.8 Give and respond to oral directions, commands, and make routine requests in the classroom.

1.1.9 Understand and use appropriate forms of address.

1.1.10 Ask and answer simple questions.

Standard 2: Students understand and interpret written and spoken language on a variety of topics. (Interpretive)

Modern Languages

1.3.7 Write short messages, e.g., postcards, personal notes.

1.2.1 Read isolated words and phrases in situational contexts, e.g., menus, signs, schedules.
Example: Demonstrate comprehension of written signs through appropriate actions, e.g., push, pull, enter, exit.

1.2.2 Comprehend and respond to brief written directions and information.
Example: Demonstrate comprehension of directions to a specific place by drawing arrows on a map.

1.2.3 Read short narrative texts on simple topics.
Example: Read "books" written and illustrated by classmates on familiar topics, e.g., houses, families, favorite foods.

1.2.4 Respond to simple oral directions and commands.
Example: Perform the appropriate action in response to commands, e.g., *Jump., Run., Walk., Go to the chalkboard., Return to your seat and sit down.*

1.2.5 Respond to routine requests in the classroom and in public places.
Example: Respond appropriately through physical action to requests, e.g., *Put your book on the desk., Go to the blackboard., Open your book to page 45., Take out paper and pencil.*

1.2.6 Identify people and objects based on oral and written descriptions.
Example: Demonstrate comprehension of written vocabulary by appropriate physical response, e.g., pointing to a corresponding picture, object, etc.

Latin Make and respond to introductions.
Example: Role-play introductions, employing appropriate social register.

1.2.7 Understand brief, written material, using familiar vocabulary.

1.2.8 Identify people and objects based on written descriptions.

1.2.9 Read short narrative texts on simple topics.

Standard 3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

Modern Languages

1.3.1 Write familiar words and phrases.

1.3.2 Sing simple foreign culture songs.

1.3.3 Write a simple poem, e.g., haiku, *cinquain*, concrete poetry.

1.3.4 Give simple commands, directions, and instructions.
Example: Direct classmates to perform routine classroom tasks.

1.3.5 Provide simple descriptions of people, places, and objects.

1.3.6 Present short plays and skits.

1.3.7 Write short messages, e.g., postcards, personal notes.

1.3.8 Read aloud a familiar poem.

Latin

1.3.9 Write short paragraphs on familiar topics.

1.3.10 Write short descriptions or messages.

Level 1

(Beginning Learning Stage)

Cultures

Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.

Modern Languages

1.4.1 Demonstrate greeting and leave-taking behaviors in a variety of social situations.

Example: Respond appropriately to different forms of greeting and leave-taking.

1.4.2 Make and respond to introductions.

Example: Role-play introductions, employing appropriate social register.

1.4.3 Use appropriate courtesy expressions, e.g., *please*, *thank you*, *excuse me*, etc.

1.4.4 Make simple polite requests.

1.4.5 Recognize cultural differences, e.g., dress, foods, dwellings, gestures, concept of time, holiday celebrations.

Example: Interpret dates and times, e.g., 5/7/99 means July 5, 1999 and not May 7, 1999; 21.30 means 9:30 p.m.

Example: Identify major holidays and celebrations unique to the foreign culture.

Example: Identify similarities and differences in occupations in the foreign culture and students' own culture.

Example: Describe what is occurring in a video of a cultural celebration.

Latin

1.4.6 Identify cultural similarities and differences, e.g., dress, foods, dwellings, holiday celebrations.

Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Modern Languages

1.5.1 Identify the major products of the foreign culture.

Example: Create a map that illustrates products of the foreign country and their respective areas of

production.

Example: Create a scrapbook of realia from the foreign culture and include personal reactions to each item, e.g., product labels, magazine ads, movie ads, newspaper articles.

Latin

1.5.2 Identify the geographical features of Italy and their influence on the ancient Roman culture.

1.5.3 Identify products of the ancient Roman culture.

Example: Create and wear traditional Roman dress.

Level 1

(Beginning Learning Stage)

Connections

Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

Modern Languages

1.6.1 Demonstrate knowledge of the major geographical features (e.g., mountains, rivers, major cities, etc.) of identified countries or regions where the foreign language is spoken.

1.6.2 Apply mathematical skills in the foreign language.

Example: Prepare food using appropriate units of measure, by following a recipe from the foreign culture.

Example: Convert Celsius temperatures on a foreign culture weather map to Fahrenheit.

Example: Role-play a shopping situation, employing mathematical skills to convert foreign currency.

1.6.3 Identify typical cuisine of the foreign culture.

1.6.4 Demonstrate an awareness of music and art in the foreign culture.

Example: Perform popular children's songs from the foreign culture, e.g., singing, playing a musical instrument.

Latin

1.6.5 Identify aspects of Roman culture represented or used in modern everyday life.

Example: View and describe architecture or works of art that were inspired by the Classical World.

Example: Use Roman numerals to practice mathematical skills.

Example: Identify countries and regions on a world map where the native language is derived from Latin.

Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Modern Languages

1.7.1 Read identified selections of children's literature.

1.7.2 Extract identified information from selected authentic sources.

Example: Examine authentic movie ads and TV guides from the foreign culture to become familiar with current entertainment trends in contemporary society.

Example: Examine a collection of advertisements from the foreign culture media to determine popular items in the culture.

Latin

1.7.3 Extract information about the Roman world by reading Latin passages with culturally authentic settings.

Example: Read Latin passages and discuss the Roman concept of family.

Example: Read Latin passages to determine different modes of Roman transportation.

Level 1

(Beginning Learning Stage)

Comparisons

Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Modern Languages

1.8.1 Recognize word borrowings among languages.

Example: Study a map of Indiana and identify the locations (e.g., cities, rivers, etc.) that have a name derived from the foreign language.

Example: Identify dictionary words that come from the foreign language.

1.8.2 Identify different titles of address used in the foreign country.

1.8.3 Recognize differences in the writing systems among languages.

1.8.4 Recognize that other languages and/or dialects may be spoken by large groups of people within the foreign culture.

Latin

1.8.5 Identify English words, prefixes, suffixes, and roots of Greek or Latin origin.

Example: Identify the use of Latin in magazine and newspaper articles.

1.8.6 Identify Latin mottoes and abbreviations used in English.

1.8.7 Identify idiomatic expressions used by the Romans.

1.8.8 Identify basic Latin grammatical structures and compare them to English structures.

Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Modern Languages

1.9.1 Compare daily living patterns in the foreign culture with students' own culture.

Example: Identify similarities and differences in school subjects and class schedules in the foreign culture.

Example: Describe similarities and differences of modern dress in the foreign culture.

Example: Describe shopping patterns in the foreign culture.

Example: Identify similarities and differences in verbal and non-verbal behavior between the foreign culture and students' culture.

Example: Identify foods in students' culture that are originally from the culture being studied, e.g., sushi from Japan, crepes from France, gyros from Greece, couscous from Morocco, etc.

1.9.2 Discuss cultural stereotyping.

Latin

1.9.3 Identify similarities and differences between students' lives and those of the Romans.

Example: Compare Roman and American dining practices.

1.9.4 Identify Greco-Roman elements in art and architecture.

Example: Identify Greek and Roman architectural elements in the community.

1.9.5 Identify the influence of Roman culture in magazine and newspaper articles.

Level 1

(Beginning Learning Stage)

Communities

Standard 10: Students use the language both within and beyond the school setting.

Modern Languages

1.10.1 Discover applications and uses of the foreign language within the local community.

Example: Identify occupations in want ads and Internet job searches for which the foreign language would be helpful.

1.10.2 Practice oral or written use of the foreign language with family, friends, or peers.

Example: "Try out" the language at home with parents or siblings, by sharing what was learned in class that day.

Example: Initiate a conversation or respond to questions from the teacher in the foreign language outside the classroom.

1.10.3 Write and illustrate paragraphs on familiar topics to present to school and community.

1.10.4 Recreate for the school or community an event or product from the foreign culture.

1.10.5 Participate in foreign language club activities which benefit the school or community.

Latin

1.10.6 Identify the use of Latin in the specialized vocabulary of various professional fields and the media.

Example: Highlight examples of the Latin language used in articles from medical or law journals.

1.10.7 Present information about Latin or the Roman world to peers and to the community.

Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Modern Languages

1.11.1 Express interest in various aspects of the foreign culture.

Example: Identify examples representative of the foreign culture in the community, e.g., decorative arts, architecture, cuisine, products sold, etc.

Example: Identify countries and regions on a world map where the foreign language is spoken.

Example: Read about the foreign culture in a variety of media sources.

1.11.2 Appreciate samples of cuisine, art, literature, and music from the foreign culture.

Example: Visit a restaurant operated by speakers of the foreign language and order in the foreign language.

Latin

1.11.3 Appreciate samples of cuisine, art, and literature from the Greco-Roman world.

Example: Visit a museum to see Greek or Roman works of art.

1.11.4 Produce works based on samples from the ancient world, e.g., models of Roman public buildings, visuals of mythological figures.